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ABSTRACT

Three different surveys were collected to gather data about adult occupational, educational, and related needs; agency services available to adults; and the businessman's requirements and perceptions about adult needs. The thrust was to gather data to help identify educational needs and attitudes of adults, age sixteen and older, not enrolled in a formal educational program. Data collection took place from August to October, 1974, for the Citizen's survey and from October to December, 1974, for the Employer and the Agencies mail-out surveys. Data was gathered across the thirteen Planning and Management District Areas. The Citizen's survey resulted in 5,337 usable personal interviews. Equal number of households were assigned to each Planning and Management district with a balanced representation from both rural and urban areas. The Employer's survey included employers with as few as four employees as well as those employing 500 people or more. The return rate for this survey was 33 percent out of 1,500 employers in the agencies that provide all types of services to adults, i.e., health, legal, and employment services; two and four year colleges; etc, with a response rate of 39.6 percent out of 978 agencies identified. This full technical report describes the surveys in detail as well as methodology and results. (RC)

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ED120243

FINAL TECHNICAL REPORT

COLORADO ADULT NEEDS ASSESSMENT

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EDUCATION & WELFARE
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COLORADO ADULT NEEDS ASSESSMENT PROJECT

Prepared by:

Bruce M. Barlow, Project Manager

and

Carmen R. Timiraos, Consultant

Sponsored by:

COLORADO DEPARTMENT OF EDUCATION

and

STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

Section of Adult Education

John S. Brennan, Supervisor

Denver, Colorado

October 1975

FOREWORD

TO THE READERS OF THIS DOCUMENT:

We are pleased to present this report of the findings of the Colorado Adult Needs Assessment conducted during the 1974-75 fiscal year.

The Colorado Department of Education and the State Board for Community Colleges and Occupational Education co-sponsored the needs assessment since both agencies are concerned with the development and delivery of improved Adult Education services in Colorado.

The assessment was an arduous undertaking for which no previous similar effort was available to serve as a guide.

It is our hope that information has been compiled which will help those individuals and agencies, engaged in Adult Education services, in the development and delivery of those services. These statewide findings should be viewed and interpreted by the users in terms of the specific objectives for their programs.

It is our belief that this report represents a unique effort in Adult Education and hopefully is the beginning of a continuing effort to address the needs of our state.

Calvin M. Frazier

Calvin M. Frazier
Commissioner of Education

William D. Woolf
Director of Occupational
Education

PREFACE

This study represents the first state wide adult needs assessment conducted in the State of Colorado.

The population groups included in the study were: randomly selected adults, 16 years of age and older not enrolled in any type of formal education programs at the time of the study; randomly selected employers, with as few as four people and as many as five hundred or more in their employment and identified agencies which provide service to adults.

The data presented in this report were collected primarily to assist in all phases of planning, management and evaluation of adult programs as well as trying to assess the extent to which agencies serve the adult population and to identify employment requirements and needs.

ACKNOWLEDGMENTS

This study has received support and assistance from a large number of individuals and service agencies. We are grateful for the interest and cooperation we have received. We are particularly indebted to those who responded to the study's questionnaires and to our field staff for their dedication and persistance in getting the work accomplished.

Special thanks to Dolores Krashes for her help in the preparation of this report.

TABLE OF CONTENTS (cont'd)

Physical Facilities....101

Summary....104

Transportation....105

Summary....110

Child Care....111

Summary....114

Communications and Recruitment....115

Summary....138

Employment....139

Summary....180

Employer Survey....181

Insight....182

Introduction and Methodology....184

Sample sizes by Industrial Classifications....185

Agency Survey....263

Insight....264

Introduction and Methodology....265

TABLE OF CONTENTS

Foreword....................ii

Preface....................iii

Acknowledgement....................iv

Overview....................1

Introduction....................3

Citizen Survey....................6

Methodology....................7

Definitions....................9

Insight....................11

Purpose of the Questions....................14

Profile of Adults in the Sample....................16

Self-Confidence....................19

Summary....................34

Educational Programs....................35

Summary....................65

Times and Length of Program....................66

Summary....................76

Expectations of Learning Programs....................77

Summary....................82

Considerations Affecting Enrollment in a Learning Program....................83

Family and Friends Participation and Receiving a Certificate or Diploma....................84

Having to Pay and Getting Paid to Attend....................89

Summary....................100

Fiscal year 1974 program information and recommendations summarized in this booklet were commissioned under Adult Basic Education state grant funds and Vocational Education (P.L. 90-576) state grant funds provided to Colorado by the United States Office of Education, Department of Health, Education and Welfare. However, the evaluative opinions expressed herein do not necessarily reflect the position of policy of the United States Office of Education and no official endorsement by the United States Office of Education should be inferred.

OVERVIEW

In summation of the three surveys which comprise the total Adult Needs Assessment, there are four basic generalities which describe the adult learning situation in Colorado today.

> The people of Colorado recognize and appreciate adult learning as a necessary and desirable means toward improving their lives. Their view toward education is serious and mature.
>
> The public agencies in Colorado are making an aggressive effort to serve their constituencies but are frustrated by an inability to meet their own existing objectives. There is an urgent need for steady funding to enable the attainment of those objectives and to permit operational efficeincies through reduction of inter-agency referral traffic.
>
> The employer community in Colorado recognizes a need for adult programs in their localities and while it is reluctant to provide monetary support to fulfill those needs, it would consider providing ancillary support to the right kind of programs. Employers in general recognize and acknowledge the benefit to themselves accruing from employee participation in adult programs.
>
> Opinions of past learning programs are positive both in terms of attitudes toward those experiences and in an expressed

desire for future participation. Adult Education programs have enabled people to achieve diplomas and continue to improve themselves by participating in other more advanced programs. Clearly these activities must be continued.

INTRODUCTION

The need for a comprehensive and statewide assessment of the educational and occupational needs, interests and attitudes of adults in the State of Colorado started coming into focus during 1972. Because of a lack of specific information, financial commitments to Adult Basic Education were tenuous. Efforts toward funding Adult Basic Education through the Colorado State Legislature were unsuccessful because there did not exist adequate information on adults' needs to warrant state funding consideration.

While census information provided population data categorized by age group, ethnic group, level of income and similar demographics, it did not indicate either adult educational needs or desires. An Adult Needs Assessment was clearly indicated.

In 1974, a cooperative effort was launched by the Colorado State Department of Education and the State Board of Community Colleges and Occupational Education to conduct an adult needs assessment throughout the State of Colorado.

Purpose of the project was to gather data about: 1) adult occupational, educational, and related needs; 2) agency services available to adults and, 3) the businessman's requirements and perceptions about adult needs.

After extensive pre-planning, an intensive literature search was conducted, dating back at least five years. This research indicated that, while needs assessments are a recent trend in education, the studies have encompassed school systems and their populations exclusively. Their primary goals have been to gather data that allowed measurement of academic achievement as well as data for decision making in planning, programming, budget allocation and accreditation. Other studies reviewed focused only on participants in adult programs and dealt mostly with program effectiveness rather than adult needs.

The major thrust of the Colorado Adult Needs Assessment was to gather data to help identify educational needs and attitudes of adults, age sixteen and older, not enrolled in a formal education program.

Specific objectives of the Colorado Adult Needs Assessment were:

1) To identify the adult population by age, sex, race, marital status, employment status and other basic demographic data.
2) To identify existing educational needs of the adult population.
3) To identify the variables, i.e., health, employment, transportation, etc., that affect the attainments of the adult population.
4) To identify the type of services presently being provided to the adult population.
5) To assess adult awareness and attitudes toward existing programs.
6) To assess adult preference for adult programs.
7) To identify employer interest and need for adult programs in the community.
8) To create a data base for use by adult service agencies in specifically analyzing the needs of their constituencies.

Three different surveys were conducted:

1) The Citizens' Survey
2) The Employers' Survey
3) The Agencies' Survey

The data collection took place from August to October, 1974, for the Citizens' survey and from October to December, 1974, for the Employer and the Agencies mail-out surveys.

The data was gathered across the thirteen Planning and Management District Areas.

The Citizens' survey resulted in 5,337 usable personal interviews. Equal number of households were assigned to each Planning and Management District with a balanced representation from both rural and urban areas.

The Employers' survey included employers with as few as four employees as well as those employing five hundred people or more. The return rate for this survey was 33% out of 1,500 employers in the sample.

The Agency questionnaire was sent to agencies that provide all types of services to adults i.e., health, legal and employment services; two and four year colleges; etc.: with a response rate of 39.6% out of 978 agencies identified.

COLORADO

ADULT NEEDS ASSESSMENT

CITIZEN SURVEY

THE CITIZEN SURVEY

METHODOLOGY

Sample design and construction created under the direction of Dr. George E. Bardwell, University of Denver was based upon a stratified cluster design for each of the thirteen Colorado Planning and Management Districts and sample frames constructed within directories of incorporated cities where available.

Clusters and sample frames were then numbered sequentially by region and computerized selection program was used to randomly identify clusters for sample selection.

Within each cluster a sample of dwelling units was drawn by using a serial selction with a random start. Dwelling units were then identified by street number, name of resident or geographic description within county, city or town depending upon the specific information available.

Interviewers were required to locate the dwelling unit and interview one in every two adults in each household using a carry-over count from one household to the next based upon the specific adult designated for the beginning household.

A minimum of three call-backs were required in accordance with explicit guidelines for time of call-back to maximize response.

Definitions of specific sample accomplishment situations and a matrix of sampling rates, sample units drawn, sampling effort completed and interviews completed appear on the following pages.

Copies of interviewer instructions, interviewer handbooks and field coordinator instructional materials are available upon request from Mr. John Brennan, Adult Education Supervisor, Colorado Department of Adult Education, 1365 Logan Street, Denver, Colorado 80203

DEFINITIONS

1) Refusal	when a person who was designated to be interviewed refused to be interviewed
2) Vacant households	when a designated sample dwelling unit turned out to be vacant
3) Sick, old, or senile	when a person who was designated to be interviewed turned out to be too sick, old or senile to grant an interview
4) Non-English speaking	when a person who was designated to be interviewed was unable to communicate in English. (Spanish was the only other language provided for in the study)
5) Non-residents	when the residents of a designated sample dwelling unit resided there less than 3 months out of a year. (This group includes mostly vacation homes whose owners maintain a permanant residence elsewhere)
6) Non-eligible	when, according to the sampling design, a person resideing in a sample dwelling unit had to be by-passed by an interviewer
7) No contact	when, after 3 or more call-backs by an interviewer, no one could be contacted at a designated sample dwelling unit
8) Unable to locate address	those designated sample dwelling units which could not be located due to incorrect or insufficient information
9) Full-time students	when a person, designated to be interviewed turned out to be enrolled in a formal educational program of some type. (These people were not included in the sample design)

10)	Business	when a designated sample unit turned out to be a place of business rather than a residential dwelling unit
11)	Non-interview	a generic term applied to any situation which resulted in no data being gathered from an interview attempt
12)	Completed interview	an interview attempt which rendered an interview instrument completely filled-in with usable data

THE CITIZEN SURVEY

INSIGHT

This probe into the attitudes, needs, and expectations of the people of Colorado toward adult education programs shows a strong latent desire for further learning experiences and a serious attitude toward adult education.

Colorado's adult population is basically mature and conventional.

There are strong pressures favorable toward adult education programs. While there is no evidence of widespread job dissatisfaction, there is a considerable aspiration to do something different. Self-concept is strongly positive and a majority of the people would go into a learning program with considerable confidence. There is a serious attitude prevalent toward adult education with very little view of education as a short term cure-all. Rather, the delayed gratification factors are strong motivators while the more immediate incentives are not. The only exception is the promise of a certificate or diploma as an immediate incentive with universal appeal.

Learning programs are viewed as individual and personal opportunities with no significant importance derived from the participation of friends or relatives.

Appreciation for the broader implications of adult education activities is evidenced by the expressed desire for "becoming a better informed person" which scored highly as a motivator among the employed and unemployed alike.

These attitudes and reactions toward adult learning programs are no doubt colored by responses from those who have had actual experiences with such programs and who universally reported good, useful and exciting results of their participation. There remains with those people a receptiveness to learning program offerings.

Present modes of communications about program offerings should be carefully examined. Word of mouth communication appears to have created the greatest awareness among those who have enrolled in past programs. Across the general population, there were little more than half who could affirmatively state that they knew where they would receive training or take some kind of learning program and their view of the potency (how good is it?) was not particularly strong.

Approximately half the population surveyed (49%) do not involve themselves in organizational participation. Since those individuals who do participate in social, professional or church-sponsored activities are more apt to be receptive to some amount of structure such as would be present in an adult learning program, this suggests a possible reluctance which may need to be addressed.

There are several definitive groups among the population which represent a specific potential for adult learning program enrollment. About 1/3 of those persons presently employed indicated a desire to upgrade themselves into a skilled or professional category of employment. About 40% of the unemployed indicated a desire to move into a different type of work. In each case, about 1/4 of them have had no training or experience in the new field of work.

There are two groups of people whose educational attainment indicates a potential for further learning — the 29% whose highest grade level is 12 or less and the 26% who went beyond high school but are not college graduates.

There is a significant percentage of people (almost 60%) whose annual income is less than $10,000, including 23% who are earning less than $ 5,000 per year.

The general interest in the subject of adult learning was extremely high as expressed by 92% of those interviewed and about 1/3 are planning to enroll in a learning program soon or might enroll soon if the proper programs were available.

In total, there is every indication that the people of Colorado both need and want the opportunity for further education at the adult level. The existing challenge is to fit the offerings to the needs of the people and then effectively communicate with the people the information about local program availability.

THE CITIZEN SURVEY

PURPOSE OF THE QUESTIONS

The Adult Needs Assessment questionnaire was designed to explore the motivational factors that prompt or deter an adult's participation in learning programs. It also was designed to identify the demographic characteristics of the adult population in each of the thirteen Planning and Management Districts in Colorado and their exposure to existing services and to the public media.

The motivational questions were structured to probe into:

EXTERNAL EXPECTATIONS — What the individual wants for himself in terms of expectations about education and employment. (London & Wenkert 1969)

INTERNAL EXPECTATIONS AND SELF-CONCEPT — The relationship between low-concept and non-participation in adult education programs, self-concept is also an important indicant of internal expectations which impact one's ability to achieve external expectation.

SOCIAL SHARING — The possibility that individuals who engage in activities with persons outside of the family may be more receptive to engagement in programs involving the larger community. (Bosher: 1966)

ORGANIZATIONAL PARTICIPATION — The probability that individuals who participate in social, professional or church-sponsored activities are more apt to be receptive to a certain amount of structure such as would be present in adult education programs. There is, however, empirical evidence that persons who participate primarily in labor union and/or political organizations may not have a proclivity toward other forms of organized activity such as adult education programs. (London & Wenkert 1969)

DELAYED GRATIFICATION — If persons who are members of certain traditional social systems, or less dominant racial/ethnic groups, may often have a tendency toward rejection of anything not having an immediate reward. (Foster: 1962: Lewis: 1966)

IMMEDIATE INCENTIVES — If there is an inclination toward rejection of delayed gratification, it is possible that there might be conditions or elements which, if provided, will contribute toward the individual's commitment, over time, to a particular pursuit.

The demographic data sought encompassed elements relating to employment, age, race, sex, educational attainment, military status, marital status and income. Purpose of these questions was to more specifically identify the universe of residents most apt to be receptive to adult education programs in terms of their demographic characteristics.

The remaining questions dealt with awareness of existing programs and exposure to the various public media such as radio, television and print.

In total, the response to this survey instrument would provide a unique and valuable insight into the demographic characteristics of potential recipients of adult education programs, their motivational stimuli and communications exposure. With these data, programs can be structured to appeal in terms of both content and context.

THE CITIZEN SURVEY

PROFILE OF ADULTS IN THE SAMPLE

SEX

Male	1798
Female	3513
No data	26

RACE

White	4553
Spanish American	619
*Others	108

MARITAL STATUS

Married	3978
Single	647
Divorced	219
Widowed	464
No data	29

AGE

16 - 18	128
19 - 25	831
36 - 40	1550
41 - 50	902
51 - 60	315
61 +	1019
No data	92

*Comprises all other ethnic respondents who did not constitute a large enough number to be listed independently

MONTHLY INCOME

Less than $420 per month	1217
$421 to $835	1939
$836 to $1250	1164
$1251 or more	693
No data	324

GRADE LEVEL COMPLETED

Grade 1 - 6	192
Grade 7 - 12	1363
High School Graduate	1613
High School and some education but not college	158
Trade School	96
Vocational School	177
Community College	75
Some College	886
College Graduate	469
Post Graduate	266
No data	42

P.M.D.	P.M.D. Number	No. of Sample Clusters	Cluster Sample Rate	Within Cluster Sample Rate	Total Sample Units From Clusters	Total Sample Units From Directories	Total Sample Units From P.M.D.	Completed Sampling Effort	Sample Completion Rate	Ineligible Units**	Net Eligible Sample Units	Refusals/ No Contact	Sample Units Interviwed	Completed Interviews	Interview Completion Rate Per Sample Unit Interviewed
So. Platte Valley	1	0	0	0	0	541	541	515	95.2	24	491	86	405	404	99.7
No. Front Range	2	29	1:59.5	1:2	149	340	489	380	77.7	72	308	92	216	319	147.7
Metro Denver	3	11	1:72	1:10	71	513	584	515	88.2	30	485	116	369	373	101.1
Pikes Peak	4	649	1:38	1:2	103	487	590	510	86.4	68	442	95	347	347	100.0
High Plains	5	112	1:4.321	1:2	529	* 90	619	551	89.0	68	483	65	418	439	105.0
Lower Arkansas	6	73	1:12.94	1:2	255	293, *75	628	461	73.4	35	426	71	355	456	128.5
Spanish Peaks	7	22	1:38.045	1:2	119	400, *100	619	534	86.3	31	503	68	435	464	106.7
San Luis	8	84	1:8.869	1:2	431	68, *80	579	544	93.9	42	502	44	458	445	97.2
San Juan	9	57	1:10.6	1:2	301	262	563	403	71.6	162	241	84	157	449	286.0
Black Canyon	10	103	1:13.5	1:2	427	0	427	388	90.9	33	355	26	329	329	100.0
Plateau	11	27	1:19.2	1:2	171	445	616	534	86.7	50	484	31	453	577	127.4
Northern Mtn.	12	102	1:7.05	1:2	578	0	578	548	94.8	72	476	38	438	437	99.8
Upper Arkansas	13	37	1:13.3	1:2	193	362	555	484	87.8	121	363	125	238	263	110.5
TOTAL	13	1306	--	--	3327	4061	7388	6367	86.2	808	5559	941	4618	5302	114.8

*Urban Sample Clusters
**Vacant Households, Non-residents, Sick, Old or Senile

SELF-CONFIDENCE

A consideration which adult educators must address when planning learning programs, selecting and employing teaching staff, and selecting materials is the self-image or self-confidence which the adult brings to the learning situation.

A set of questions was designed to try to get at the self-concept level of the adults in the sample. Examination of the data collected by sex, race, monthly income, age and grade level completed seems to indicate that some real differences exist and that adults cannot be viewed as a generic group.

When asked "how well they thought they would do when learning something new", those adults interviewed responded as follows:

SEX

69% of the males and 62% of the females felt they would do well and 27% of the males and 33% of the females rated their abilities as average, while a very small percentage of either sex rated themselves as doing poorly or failing.

TABLE 1

	Very Well	Fairly Well	Average	Poorly	Would Fail
Male	35.7	33.3	27.0	2.4	0.3
Female	27.8	34.5	33.0	3.0	0.5

RACE

Of the "Whites" interviewed, 66% rated themselves as capable of doing very well to fairly well; 30% rated their ability to learn as average while 2.7% claiming poor to failure capabilites when trying to learn something new. When those of "Spanish American" background were viewed 53% claimed to be able to do very well or fairly well in a new learning situation with the rest stating they would do poorly or fail.

TABLE 2

	Very Well	Fairly Well	Average	Poorly	Would Fail
White	30.7	35.3	30.1	2.4	0.3
Spanish American	27.6	25.4	38.3	6.0	0.8
Other	33.3	36.1	24.1	0.9	1.9

MONTHLY INCOME

Those respondents (48.5%) in the $450 or less monthly income level appeared to be less confident in their abilities to do well than those in higher (79.7%) monthly income categories. Other important differences seemed to exist between the lowest and highest income groups. A greater percentage of the lowest income group rated their capabilities as average (40%) than the highest income group (19.3%). A larger percentage of the low income bracket (10%) rated their potential performance as "poor" to "failure" as compared to 0.4% for the highest income category.

TABLE 3

	Very Well	Fairly Well	Average	Poorly	Would Fail
Less Than $420	22.5	26.0	40.0	8.3	1.6
$421-835	28.9	36.5	32.3	1.3	0.0
$836-1250	32.8	38.3	27.5	0.7	0.1
$1251+	43.3	36.4	19.3	0.4	0.0

AGE

About 65% of the 16-18 age group rated their potential as being able to do well and about 1/3 of this age group said they would turn in an average performance. Interviewees in the 19 through 50 age range appeared to exhibit the most confidence in their abilities; however, beyond age 50 confidence in one's abilities began to wan. More specifically, for those over age 60 it dropped dramatically with only 47% rating themselves as being able to do well and 40% saying they felt they could turn in an average performance. A larger percentage of this over-60 age group (9.6%) rated their potential as poor.

TABLE 4

	Very Well	Fairly Well	Average	Poorly	Would Fail
16-18	28.9	35.9	32.0	1.6	0.0
19-25	31.8	42.5	23.3	1.1	0.1
26-40	35.6	37.3	25.7	0.5	0.2
41-50	32.0	33.6	32.6	1.0	0.2
51-60	27.6	31.5	37.2	2.6	0.2
61+	22.3	25.1	39.1	9.6	1.4

GRADE LEVEL COMPLETED

When grade level completed was considered those in the 1-6 grade attainment category expressed less confidence than any other group. Further inspection showed that confidence in one's capabilities increased with increased formal education. Considerably fewer people predicted a poor or average performance in the college graduate categories.

TABLE 5

	Very Well	Fairly Well	Average	Poorly	Would Fail
1-6	15.1	20.3	33.9	20.8	4.7
7-12	21.5	26.5	45.9	4.8	0.4
H.S. Grad.	27.2	37.5	32.9	1.1	0.2
H.S. Grad.+ no College	25.9	46.2	25.3	1.3	0.0
Trade School	30.2	37.5	28.1	1.0	0.0
Vocational School	26.6	46.3	24.9	1.7	0.6
Community College	49.3	24.0	26.7	0.0	0.0
Some College	38.5	38.1	21.9	0.7	0.1
College Graduate	44.6	39.2	13.4	1.7	0.0
Post Graduate	56.8	28.6	12.8	0.8	0.0

The analysis of the responses to the question "Do you generally consider yourself a fast learner?" provides another indicator of adult self-confidence.

SEX

The following table shows the relationship of sex and the confidence of an adult to learn rapidly. Inspection of the table shows that very little difference exists between males and females on this issue.

TABLE 6

	Yes Very	Yes More or Less	Depends on Subject	Not Particularly	No Slow
Male	29.5	26.9	26.4	13.2	3.6
Female	26.0	27.2	27.9	13.9	4.6

RACE

Inspection of the following table shows that very small differences were recorded among the races on the question being considered.

TABLE 7

	Yes Very	Yes More or Less	Depends on Subject	Not Particularly	No Slow
White	27.5	27.0	27.9	13.5	3.8
Spanish American	25.2	28.3	23.6	15.8	6.6
Other	24.1	30.6	23.1	11.1	7.4

MONTHLY INCOME

The following table shows the effect that monthly income had on the confidence an adult held with regard to their capability to learn something rapidly. The lowest monthly income group had the largest percentage of adults feeling they could not learn particularly fast or possibly even slow.

TABLE 8

	Yes Very	Yes More or Less	Depends on Subject	Not Particularly	No Slow
Less Than $420	17.1	26.2	27.0	19.8	9.3
$421-835	27.2	28.2	28.2	12.7	3.6
$836-1250	31.8	25.9	28.9	11.4	1.8
$1251+	35.2	28.4	24.1	10.8	1.2

AGE

The most confidence was expressed by the 19-25 age group (35.5%) and the least by the over-60 age category (16.1%). All age groups felt their ability to learn rapidly would depend on the subject matter. The two oldest age groups had the greatest percentage of adults indicating they felt they would not learn particularly fast or possibly even slow.

TABLE 9

	Yes Very	Yes More or Less	Depends on Subject	Not Particularly	No Slow
16-18	30.5	20.3	32.8	10.9	5.5
19-25	35.5	26.0	27.2	8.7	2.3
26-40	32.8	27.3	27.4	9.8	2.6
41-50	27.8	26.1	30.0	12.4	3.4
51-60	21.0	29.2	26.9	17.9	4.8
61+	16.1	28.0	24.2	21.8	8.8

GRADE LEVEL COMPLETED

In the lowest grade level attainment group 46.4% of the adults interviewed considered their abilities to learn as not particularly fast or even slow. The next group (7-12) had almost 27% rating themselves in the same manner. An inspection of the following table shows that the higher the grade level attainment, the more confident an adult is in their ability to learn rapidly.

TABLE 10

	Yes Very	Yes More or Less	Depends on Subject	Not Particularly	No Slow
1-6	12.0	20.3	19.8	19.8	26.6
7-12	17.2	24.4	31.3	19.8	7.0
H.S. Grad.	25.1	28.3	29.6	13.7	3.0
H.S. Grad.+ No College	27.2	38.0	25.3	8.2	1.3
Trade School	28.1	35.4	26.0	9.4	1.0
Vocational School	28.2	23.2	35.6	10.2	2.8
Community College	34.7	24.0	29.3	12.0	0.0
Some College	35.1	28.7	23.4	10.9	1.8
College Graduate	42.9	30.1	19.8	6.4	0.6
Post Graduate	45.1	24.4	21.8	6.8	1.1

Inspection of the following table denotes a great deal of confidence among adults regardless of sex as to how well they thought they would do in a learning program, even if it was of poor quality.

TABLE 11

	Yes	No
Male	59.8	37.5
Female	60.3	36.9

RACE

All ethnic groups felt confident about their ability to learn even in a poor program with the "Spanish Americans" registering the highest (70.1%) in this category.

TABLE 12

	Yes	No
White	58.7	38.5
Spanish American	70.1	28.1
Other	63.9	30.6

MONTHLY INCOME

Well over half of all respondents in all income categories appeared to be equally confident of their abilities to learn even in a poor quality program.

TABLE 13

	Yes	No
Less than $420	56.2	40.9
$421-835	63.1	34.6
$836-1250	61.2	36.9
$1251 +	57.9	39.8

AGE

Level of confidence appeared high for all age groups with the oldest group 61 and over slightly lower (50.8%) than the others.

TABLE 14

	Yes	No
16-18	64.8	31.3
19-25	66.9	31.2
26-40	62.3	34.8
41-50	60.8	37.8
51-60	60.0	37.4
61 +	50.8	45.1

GRADE LEVEL COMPLETED

When the same question was cross-tabulated by grade level attained by respondents, those in the 1-6 grade category had the smallest percentage (45.8%) feeling they would do well.

TABLE 15

	Yes	No
1-6	45.8	49.5
7-12	57.6	37.6
H.S. Grad.	60.0	36.8
H.S. Grad.+ no College	56.3	40.5
Trade School	63.5	34.4
Vocational School	65.0	33.9
Community College	66.7	29.3
Some College	62.9	34.9
College Graduate	59.3	39.0
Post Graduate	61.7	35.7

The following tables show the analysis to the question "Do you think you would be successful if you were asked to convince a small group of friends or relatives to do something?"

SEX

While more males (23.0%) than females (17.2%) responded "yes" to this question the majority of the interviewees regardless of sex preferred to reserve judgement by saying that it would depend on the subject.

TABLE 16

	Yes very	Yes more or less	Depends on subject	Not particularly	No
Male	23.0	22.5	28.5	14.6	9.0
Female	17.2	21.3	31.3	17.1	10.5

RACE

More "Spanish Americans" and "Others" said yes to the question and a higher percentage of "Whites" said it would depend on the subject.

TABLE 17

	Yes very	Yes more or less	Depends on subject	Not particularly	No
White	18.9	21.0	31.8	16.2	10.0
Spanish American	20.5	29.6	20.8	16.6	10.0
Other	20.4	24.1	25.0	15.7	8.3

MONTHLY INCOME

Respondents in the lower monthly income bracket appeared to be less confident about their capabilities to convince someone to do somethning. This confidence seems to increase as monthly income increases.

TABLE 18

	Yes very	Yes more or less	Depends on subject	Not particularly	No
Less than $420	14.1	20.5	27.7	20.8	14.5
$421-835	17.7	22.4	33.4	15.3	8.7
$836-1250	22.2	24.0	31.3	12.9	8.2
$1251 +	27.4	22.2	27.7	13.1	7.1

AGE

Age seemed to have little effect on this question, except for those age 60 and over who expressed less confidence in their capabilities to convince someone to do something than the younger ages.

TABLE 19

	Yes very	Yes more or less	Depends on subject	Not particularly	No
16-18	18.0	25.0	35.2	8.6	7.8
19-25	20.7	23.3	32.5	12.5	8.9
26-40	22.0	22.5	33.7	12.2	7.6
41-50	20.6	21.3	29.5	16.6	9.6
51-60	18.3	22.1	29.7	18.3	10.4

GRADE LEVEL COMPLETED

Examination by grade level completed showed a pattern very similar to that discussed in Table 18 . Those who had completed the fewest grades of formal education exhibited less confidence and as educational attainment increased so did one's confidence to convince someone to do something.

TABLE 20

	Yes very	Yes more or less	Depends on subject	Not particularly	No
1-6	8.9	19.8	20.8	23.4	24.0
7-12	11.6	21.3	29.8	21.6	13.4
H.S. Grad.	17.5	22.2	31.2	17.2	10.1
H.S. Grad.+ no College	20.9	22.8	35.4	10.8	7.6
Trade School	26.0	19.8	27.1	16.7	6.3
Vocational School	18.1	21.5	36.7	16.9	6.2
Community College	24.0	21.3	32.0	14.7	5.3
Some College	24.9	23.4	31.2	10.9	7.2
College Graduate	27.9	24.7	30.3	10.4	5.3
Post Graduate	37.2	19.9	25.9	7.5	5.6

SUMMARY

To summarize the results of the analysis for all the questions related to self-confidence are consistent one with other. From a global point-of-view the analyses shows that:

1. Males show slightly more self-confidence than females, and that females tend to reserve outright judgement by rating themselves as average or saying it would "depend".
2. Monthly income plays an important role in an adult's self-confidence with those in the lowest income brackets expressing the least and those in the highest income brackets expressing the most.
3. Age is also an important determinant of self-confidence with the youngest age group (16-18) registering low self-confidence and the two older age groups (51-60 and 61 and over) also expressing low self-confidence. The lowest age group, however, was the 61 and over.
4. Grade level attainment also has a significant effect on self-confidence. Those with the lowest formal educational attainment express the lowest self-confidence and those with the highest education the most self-confidence.

While in general, respondents felt postive about their learning capabilities, it is apparent that such information must be inspected in greater detail, by region, before attempting to use it.

EDUCATIONAL PROGRAMS

This section deals with the adult's awareness, knowledge, and experience with educational programs throughout the state.

During the interview each adult was asked if they intended to enroll in a learning program in the near future, if they knew where they could enroll in a program in their geographic area and if they had heard how good the programs were.

Another question asked if they had ever participated in a learning program since leaving their compulsory education experience or college degree program. If they said they had taken a learning program they were asked how recently and their personal evaluation of the experience. They were also asked to indicate how the learning program had been helpful to them.

When the responses to the question "Are you planning to enroll in any type of learning program in the near future" is analyzed by sex, race, monthly income, age, and grade level completion some variations appear which should be given careful consideration.

SEX

Almost two-thirds of each group, male and female, said they were not planning to enroll in a learning program in the near future. The remainder of each group were about evenly distributed between a definite "yes" and an ambivalent "maybe" in their response to the question.

TABLE 1

	Yes	Maybe	No
Male	17.1	16.5	65.9
Female	16.4	17.6	65.5

RACE

About two-thirds of the Whites said "no" with the remaining respondents almost evenly divided between "yes" and "maybe". The Spanish Americans and "Other" race group had about half the respondents say "no" they were not planning to enroll. It should be noted, however, that 29 percent of the Spanish Americans were undecided about their plans and only 17 percent were willing to give a definite "yes" while 28 percent of the "Others" said "yes" and 22 percent said "maybe".

TABLE 2

	Yes	Maybe	No
White	16.3	15.5	67.6
Spanish American	16.8	29.4	53.3
Other	27.8	22.2	50.0

MONTHLY INCOME

The trend of about two-thirds of the respondents saying "no" continued in each income group. The smallest percentage responding with a definite "yes" was the less than $420 per month group and the largest percentage responding "yes" was the $1250 or more per month group.

TABLE 3

	Yes	Maybe	No
Less than $420	12.9	17.3	69.1
$421-835	16.9	20.2	62.9
$836-1250	17.2	16.5	66.1
$1251 +	21.5	13.4	64.1

AGE

The 16-18 year old age group had the smallest percentage saying "no" of all age groups and conversely the largest percentage saying "yes" they were planning to enroll in a learning program in the near future. The two oldest age groups had over three-fourths of the respondents in each group say "no" they were not planning to enroll in a learning program in the near future.

TABLE 4

	Yes	Maybe	No
16-18	32.8	28.9	37.5
19-25	28.3	22.9	48.7
26-40	22.1	20.6	56.8
41-50	14.5	18.0	67.2
51-60	9.2	13.3	76.7
61 +	4.9	8.9	85.4

GRADE LEVEL COMPLETED

The two lowest grade level completion groups had three-fourths of the respondents in each group say "no" while there were three grade level completion groups (community college, college graduate, and post graduate) which had less than half of the respondents in each group say "no".

TABLE 5

	Yes	Maybe	No
1-6	9.4	15.9	75.5
7-12	8.7	14.6	76.4
H.S. Grad.	12.5	17.5	69.4
H.S. Grad.+ no College	17.1	12.0	70.9
Trade School	11.5	19.8	68.8
Vocational School	22.6	13.6	63.3
Community College	25.3	25.3	48.0
Some College	24.7	19.9	54.7
College Graduate	29.2	20.7	49.7
Post Graduate	35.0	17.3	46.6

The responses to the question "do you know of any place around here where you could receive training or take some kind of educational learning program?" and "how good is it?" are shown below.

SEX

Over half of each sex said they knew of a place in their community where they could enroll in a learning program. Of the adults who said "yes" sixty percent or more said, based upon what knowledge they had of the program offering, it was "good" to "very good."

TABLE 6

	Yes	No	Very Good	Good	Average	Poor	Very Poor
Male	52.3	40.2	13.7	17.5	10.1	1.7	0.3
Female	53.7	39.0	18.5	17.4	7.7	0.9	0.3

RACE

Over half of the Whites said they knew of a place but considerably fewer Spanish Americans (36 percent) said they knew of a place and only about half (48 percent) of the "Other" race category indicated they were aware of a place where they could enroll in a learning program. Of the Whites and Spanish American groups who said "yes", about two-thirds rated the program offerings as "good" to "very good", however, only a little over half of the "Other" group had a larger percentage rate the offering as "average".

TABLE 7

	Yes	No	Very Good	Good	Average	Poor	Very Poor
White	55.7	37.0	17.8	17.9	8.9	1.3	0.3
Spanish American	35.9	56.9	11.0	13.9	5.0	0.5	0.0
Other	48.1	42.6	7.4	19.4	13.9	0.0	1.9

MONTHLY INCOME

The less than $420 per month group had the smallest percentage of respondents say they knew of a place where they could enroll in a learning program. The remaining income groups had over half to two-thirds indicate they were aware of a place to enroll in a program. Of the adults saying they knew of a place to take a learning program, about two-thirds, in each group, rated the program offerings as "good" to "very good".

TABLE 8

	Yes	No	Very Good	Good	Average	Poor	Very Poor
Less than $420	38.3	54.1	11.3	13.1	6.9	0.6	0.2
$421-835	52.8	41.1	17.1	17.1	8.0	1.0	0.5
$836-1250	63.4	29.2	21.1	21.0	10.7	1.4	0.2
$1251 +	66.8	25.8	20.9	21.9	10.2	2.5	0.4

AGE

The two oldest age groups had the smallest percentage of respondents say they knew of a place to take a learning program. Again, of all those, in each age group, who said they knew of a place to enroll in a learning program half to over two thirds said they considered the offerings to be good to very good. The two youngest age groups had the largest percentage of respondents rating the programs as average.

TABLE 9

	Yes	No	Very Good	Good	Average	Poor	Very Poor
16-18	59.4	35.9	13.3	19.5	14.8	0.8	0.8
19-25	60.4	32.5	16.1	19.5	13.8	1.3	0.2
26-40	59.5	34.6	17.7	20.4	9.5	1.9	0.5
41-50	58.1	35.7	19.5	18.2	8.6	1.1	0.6
51-60	49.8	41.0	19.9	15.6	5.4	0.4	0.1
61 +	36.2	53.9	12.1	12.2	5.0	0.8	0.0

GRADE LEVEL COMPLETED

The lowest grade level attainment group (1 through 6) had the smallest proportion (21 percent) of respondents indicate they knew of a place to enroll in a learning program. The next lowest group also had less than half say "yes" to the same question. All grade level attainment groups had about two-thirds or more rate the program offerings, they were aware of, as "good" to "very good".

TABLE 10

	Yes	No	Very Good	Good	Average	Poor	Very Poor
1-6	20.8	70.8	5.7	8.3	2.1	0.0	0.0
7-12	38.4	53.0	10.9	13.6	6.0	0.4	0.1
H.S. Grad.	53.5	39.9	16.6	17.5	7.9	0.6	0.4
H.S. Grad.+ no College	50.6	40.5	16.5	15.8	11.4	1.3	0.0
Trade School	50.0	34.4	12.5	15.6	8.3	0.0	0.0
Vocational School	49.7	41.2	15.3	16.9	8.5	2.3	0.0
Community College	62.7	32.0	29.3	20.0	8.0	0.0	0.0
Some College	66.8	26.9	21.7	21.3	11.6	1.6	0.5
College Graduate	72.1	22.4	22.2	21.3	12.2	4.5	0.6
Post Graduate	77.1	16.9	30.8	24.8	12.4	1.9	0.4

An effort was made to determine if adults had participated in learning programs once they had terminated their compulsory education of college degree experience. Related to issue of participation was: How recently they had participated in a learning program, how they felt about it, and in what ways they felt the program had been helpful to them.

The tables shown below carry the analysis of the responses to the questions "Other than compulsory education or college degree programs, have you ever been in a learning program?" and "How recently?"

SEX

Less than half of each sex said they had participated in a learning program and of those who said they had the largest proportion said it was within the last five years.

TABLE 11

	Yes	No	Within last 3 months	Within last 6 months	Within last year	Within last 5 years
Male	45.0	54.1	6.1	2.5	7.1	19.1
Female	40.9	58.5	5.4	2.8	6.8	17.2

RACE

The Spanish Americans (24.2%) and "Other" (36.1%) category had the fewest respondents say they had participated in a learning program in the last five years.

TABLE 12

	Yes	No	Within last 3 months	Within last 6 months	Within last year	Within last 5 years
White	45.0	54.2	5.8	2.8	7.4	19.0
Spanish American	24.2	75.0	4.0	2.4	3.9	9.9
Other	36.1	62.0	9.3	0.9	9.3	13.9

MONTHLY INCOME

The lowest monthly income group had the fewest people (28%) say they had enrolled in a learning program and the highest income group had the largest number of adults (60%) saying they had participated in a learning program. Again, the largest proportion of respondents, in each income group, said their participation had occured within the last five years.

TABLE 13

	Yes	No	Within last 3 months	Within last 6 months	Within last year	Within last 5 years
Less than $420	28.2	70.6	3.1	1.9	4.8	11.2
$421-835	41.2	58.2	5.0	2.6	7.4	18.5
$836-1250	49.2	50.3	6.3	3.4	7.9	21.4
$1251 +	60.2	39.5	10.8	4.0	8.9	22.5

AGE

Three age groups (16 to 18, 19 to 25, and 61 and over) had relatively small proprtions, of each group, say they had participated in a learning program. The remaining three groups had slightly less than half saying they had been enrolled.

The largest proportion of 16 to 18 year olds, who said they had been enrolled, said their participation had occured within the last year, all the other age groups had the greatest proportion say they had been enrolled within the past five years.

TABLE 14

	Yes	No	Within last 3 months	Within last 6 months	Within last year	Within last 5 years
16-18	28.1	71.9	4.7	4.7	9.4	6.3
19-25	39.7	59.0	6.3	3.7	10.6	18.3
26-40	49.9	49.8	8.3	3.8	8.3	21.5
41-50	46.3	53.0	5.[illegible]	2.8	7.6	18.4
51-60	43.4	55.8	3.9	2.2	5.2	19.1
61 +	29.5	69.5	2.4	0.5	2.5	11.4

GRADE LEVEL COMPLETED

The three lowest grade level attainment group (1 to 6, 7 to 12, and high school graduate) had relatively small percentages of people saying they had been enrolled in a learning program. The lower the grade level attainment the fewer the number of people who had participated. Interestingly the trade school and post graduate categories has similarly high percentages of people say they had participated in learning programs.

TABLE 15

	Yes	No	Within last 3 months	Within last 6 months	Within last year	Within last 5 years
1-6	13.0	84.9	2.6	1.0	2.1	3.6
7-12	21.2	77.7	2.3	1.4	2.9	7.6
H.S. Grad.	38.3	61.3	4.5	1.9	5.5	18.0
H.S. Grad.+ no College	57.0	42.4	7.0	1.9	7.6	27.2
Trade School	72.9	26.0	5.2	0.0	8.3	35.4
Vocational School	68.4	31.1	8.5	3.4	10.7	29.9
Community College	58.7	41.3	10.7	9.3	10.7	21.3
Some College	57.8	41.8	7.8	4.3	10.8	24.3
College Graduate	60.8	38.8	10.0	4.5	12.8	23.9
Post Graduate	71.1	27.8	13.5	7.1	13.2	27.4

In terms of how recently the adults, in each group, had participated the largest proportion said "within the last five years."

The interviewees were asked to give their opinions about the learning programs they had participated in. They were asked if they felt the program was good or bad, useful or not, and exciting or boring. Inspection of the tables below shows that, of the people who participated in a learning program, the largest proportion felt the offering was good. There is very little difference in their feelings when viewed by each of the dependent variables.

SEX

TABLE 16

	Good	Undecided	Bad
Male	28.3	5.3	2.2
Female	29.1	3.9	1.1

RACE

TABLE 17

	Good	Undecided	Bad
White	31.1	4.5	1.6
Spanish American	14.9	3.9	0.3
Other	18.5	4.6	1.9

MONTHLY INCOME

TABLE 18

	Good	Undecided	Bad
Less than $420	19.6	2.3	0.4
$421-835	27.7	4.7	1.7
$836-1250	33.6	5.5	1.7
$1251 +	41.3	5.6	2.7

AGE

TABLE 19

	Good	Undecided	Bad
16-18	18.8	2.3	0.0
19-25	24.3	5.3	2.4
26-40	32.3	5.5	2.6
41-50	32.7	5.1	0.9
51-60	31.9	3.1	0.9
61 +	21.8	2.6	0.3

GRADE LEVEL COMPLETED

TABLE 20

	Good	Undecided	Bad
1-6	8.9	1.6	0.0
7-12	14.5	2.0	0.7
H.S. Grad.	26.2	4.3	1.5
H.S. Grad.+ no College	42.4	7.6	0.6
Trade School	49.0	10.4	3.1
Vocational School	46.9	5.1	1.7
Community College	37.3	9.3	1.3
Some College	38.8	5.4	2.1
College Graduate	38.8	6.2	2.3
Post Graduate	51.9	7.1	2.3

The following Table shows that, of the people who took learning programs, the largest proportion of them felt the offerings were useful. There is very little difference in their feelings when viewed by each dependent variable.

SEX

TABLE 21

	Useful	Undecided	Useless
Male	29.5	4.1	2.4
Female	29.6	3.6	1.5

RACE

TABLE 22

	Useful	Undecided	Useless
White	31.6	3.9	1.9
Spanish American	16.2	2.7	1.0
Other	22.2	1.9	3.7

MONTHLY INCOME

TABLE 23

	Useful	Undecided	Useless
Less than $420	19.8	1.8	0.7
$421-835	28.9	4.2	2.0
$836-1250	35.1	4.6	2.0
$1251 +	40.4	4.9	3.0

AGE

TABLE 24

	Useful	Undecided	Useless
16-18	20.3	0.8	0.0
19-25	26.7	4.7	2.0
26-40	34.0	4.6	2.9
41-50	32.3	3.8	1.7
51-60	32.0	3.2	1.3
61 +	21.2	2.5	0.7

GRADE LEVEL COMPLETED

TABLE 25

	Useful	Undecided	Useless
1-6	8.3	1.0	0.0
7-12	15.4	1.2	1.1
H.S. Grad.	26.3	4.2	1.3
H.S. Grad.+ no College	46.2	6.3	1.9
Trade School	55.2	2.1	5.2
Vocational School	50.8	2.3	2.3
Community College	38.7	6.7	2.7
Some College	39.5	5.3	2.9
College Graduate	40.5	7.0	2.3
Post Graduate	50.0	4.9	3.0

This next set of tables show some reluctance on the part of the respondents to express feelings of excitment about the programs in which they had participated. While a large proportion said the program was exciting many chose to be non-commital or undecided about calling programs exciting. Perhaps the term "exciting" is inappropriate as a descriptor for adult learning programs.

SEX

TABLE 26

	Exciting	Undecided	Boring
Male	16.4	14.1	3.8
Female	19.6	10.5	2.0

RACE

TABLE 27

	Exciting	Undecided	Boring
White	19.4	12.6	2.8
Spanish American	12.8	5.7	1.1
Other	12.0	13.0	4.6

MONTHLY INCOME

TABLE 28

	Exciting	Undecided	Boring
Less than $420	12.7	6.7	1.2
$421-835	18.5	11.0	3.3
$836-1250	21.2	13.7	2.6
$1251 +	24.8	18.8	3.6

AGE

TABLE 29

	Exciting	Undecided	Boring
16-18	12.5	6.3	2.3
19-25	16.4	8.8	5.1
26-40	20.8	13.6	3.9
41-50	21.1	15.0	1.4
51-60	18.3	12.8	1.6
61 +	15.4	7.3	0.7

GRADE LEVEL COMPLETED

TABLE 30

	Exciting	Undecided	Boring
1-6	5.7	2.6	0.5
7-12	9.5	4.9	1.0
H.S. Grad.	17.2	10.3	2.0
H.S. Grad. + no College	29.1	17.1	1.9
Trade School	28.1	29.2	5.2
Vocational School	28.2	20.3	6.2
Community College	25.3	13.3	1.3
Some College	24.8	16.3	4.7
College Graduate	25.6	17.9	4.3
Post Graduate	30.5	19.5	3.8

After getting the respondent's feelings about the learning programs, in which they had participated, they were asked to indicate how the program had been helpful to them. The researchers felt there might be differences in the expectations, from participation in a learning program, for people who were employed or unemployed. The responses to the question "in what ways was the program helpful to you?" were analyzed for each sub-group (employed or unemployed).

It must be borne in mind that the percentages and proportions being discussed pertain to that portion of the survey population who indicated they had participated in a learning program.

Inspection of the following Tables will show that, of the employed respondents who said they had taken a learning program, the most frequently mentioned way they felt the program had been helpful was "to become a better informed person". The second most frequently mentioned was "on the job I now hold" and the third most frequently mentioned was to "meet new and interesting people". It should be noted that there are some exceptions to the general pattern described above. For example, the following groups selected "on the job that I now hold" more often then the other possible choices:

a) Males
b) the "Other" race category
c) the 51-60 year old age group
d) Trade school completion group
e) Vocational school completion group

A word of caution should be posted here because even though the most widely mentioned way that people felt a learning program had helped them was "to become a better informed person" in many cases the difference between the most frequently and second most frequently mentioned is so small it would be difficult to say with any certainty which was more helpful. Perhaps the first and second choices should be considered together in those cases where the differences were very small.

SEX

TABLE 31

	On my job	To change jobs	For a promotion	Everyday tasks	Spare time	New and interesting people	Get away from daily routine	Better informed person
Male	20.9	5.5	5.6	5.6	7.7	8.3	5.7	20.6
Female	10.4	2.7	2.5	4.0	6.9	7.4	4.8	13.0

RACE

TABLE 32

	On my job	To change jobs	For a promotion	Everyday tasks	Spare time	New and interesting people	Get away from daily routine	Better informed person
White	14.9	3.8	3.6	4.7	7.7	8.0	5.4	16.7
Spanish American	8.2	2.7	2.7	3.4	4.2	6.5	3.4	9.4
Other	13.0	3.7	2.8	4.6	5.6	5.6	3.7	9.3

MONTHLY INCOME

TABLE 33

	On my job	To change jobs	For a promotion	Everyday tasks	Spare time	New and interesting people	Get away from daily routine	Better informed person
Less than $420	6.0	1.9	1.2	2.2	4.2	4.9	3.5	9.1
$421-835	12.9	3.7	3.1	4.2	6.4	7.4	5.0	13.9
$836-1250	17.8	4.8	4.8	5.6	7.8	8.6	5.3	19.7
$1251 +	24.4	4.5	6.3	7.2	13.0	12.1	8.1	26.0

AGE

TABLE 34

	On my job	To change jobs	For a promotion	Everyday tasks	Spare time	New and interesting people	Get away from daily routine	Better informed person
16-18	[illegible].9	4.7	2.3	2.3	3.9	6.3	5.5	10.2
19-25	12.5	4.1	3.2	4.7	8.1	7.1	4.2	15.9
26-40	17.6	5.0	4.6	5.4	8.2	10.4	6.1	20.3
41-50	19.0	5.3	5.3	5.8	9.5	10.2	7.9	20.6
51-60	16.1	2.8	3.4	6.1	8.2	7.2	4.7	14.8
61 +	4.6	0.4	0.8	1.2	2.4	2.6	2.2	4.7

GRADE LEVEL COMPLETED

TABLE 35

	On my job	To change jobs	For a promotion	Everyday tasks	Spare time	New and interesting people	Get away from daily routine	Better informed person
1-6	3.6	1.0	0.5	2.6	2.1	3.6	2.6	5.2
7-12	5.7	1.8	1.6	2.2	2.8	3.4	2.1	6.4
H.S. Grad.	12.3	3.7	3.5	4.5	6.3	6.8	5.3	13.6
H.S. Grad. + no College	22.2	3.2	3.2	2.5	5.1	8.2	5.1	22.8
Trade School	22.9	10.4	11.5	9.4	8.3	12.5	5.2	19.8
Vocational School	28.2	2.8	5.6	6.2	7.3	10.2	5.6	22.0
Community College	16.0	1.3	5.3	6.7	10.7	10.7	5.3	26.7
Some Collge	18.5	5.0	4.4	5.9	9.1	10.2	6.7	21.4
College Graduate	21.1	4.9	5.5	6.6	14.1	13.0	7.5	25.4
Post Graduate	28.2	6.8	4.1	7.1	19.2	16.5	12.0	32.3

These tables show that, of the unemployed respondents who said they had taken a learning program, the most frequently mentioned way they felt the program had been helpful was "to become a better informed person". The second most frequently mentioned was "to spend my spare time more enjoyably" and the third most frequently mentioned was "to meet new and interesting people". It must be pointed-out that this group includes house wives and retirees, which may account for the lack of interest in the "to get a job" category.

SEX

TABLE 36

	Get a job	Everyday tasks	Spare time	New and interesting people	Get away from daily routine	Better informed person
Male	2.7	1.2	1.8	1.8	1.0	4.1
Female	5.0	4.9	7.9	6.9	5.0	12.9

RACE

TABLE 37

	Get a job	Everyday tasks	Spare time	New and interesting people	Get away from daily routine	Better informed person
White	4.3	3.7	5.9	5.3	3.7	10.3
Spanish American	3.2	3.4	5.2	4.0	3.2	7.9
Other	5.6	2.8	4.6	3.7	3.7	6.5

MONTHLY INCOME

TABLE 38

	Get a job	Everyday tasks	Spare time	New and interesting people	Get away from daily routine	Better informed person
Less than $420	4.1	3.6	5.6	4.6	3.5	8.4
$421-835	4.6	3.8	5.6	5.7	3.7	10.4
$836-1250	4.3	3.8	6.4	4.8	3.6	10.6
$1251 +	3.6	3.2	6.2	5.1	4.0	10.5

AGE

TABLE 39

	Get a job	Everyday tasks	Spare time	New and interesting people	Get away from daily routine	Better informed person
16-18	5.5	0.8	2.3	2.3	1.6	3.1
19-25	4.2	2.2	4.6	4.7	3.7	8.5
26-40	4.5	3.5	4.8	5.1	3.1	8.9
41-50	3.3	4.1	6.2	4.7	3.9	9.4
51-60	3.7	3.4	5.0	4.3	3.4	9.8
61 +	4.6	5.3	9.1	7.5	4.8	13.9

GRADE LEVEL COMPLETED

TABLE 40

	Get a job	Everyday tasks	Spare time	New and interesting people	Get away from daily routine	Better informed person
1-6	4.2	2.1	4.2	3.1	2.6	5.2
7-12	2.9	3.1	4.3	3.4	2.4	6.6
H.S. Grad.	4.1	3.8	5.3	4.8	3.1	9.9
H.S. Grad. + no College	7.6	1.3	7.0	5.7	1.9	12.7
Trade School	17.7	6.3	7.3	10.4	8.3	16.7
Vocational School	13.0	5.1	11.9	13.0	9.0	17.5
Community College	2.7	4.0	2.7	2.7	2.7	9.3
Some College	4.5	4.2	7.2	6.4	4.2	13.2
College Graduate	2.3	4.9	7.5	6.0	6.4	10.4
Post Graduate	1.5	2.6	7.1	5.6	3.4	11.7

SUMMARY

While well over half of the respondents in the survey said they are not planning to enroll in a learning program it appears that almost as many were aware of places where they could go it they wish to do so and were positive in their judgement of those programs.

Less than half of the respondents claimed to have participated in learning programs within the last five years and rated them good and useful in most cases.

TIMES AND LENGTH OF PROGRAM

The time of day, day of the week, and length (in weeks) of a learning program are important considerations to both the potential enrollee and the administrator planning the programs. Such matters are important to the potential enrollee since it is necessary to adjust an established life style to accomodate an additional activity. The same concerns are important to the administrator if he is to provide the learning programs at times most desirable to a majority of the potential enrollees.

Inspection of these tables will show that of those who said "yes, the length of a learning program would make a difference to them", the largest proportion said that 3 months (12 weeks) would be the maximum period of duration, they would be willing to attend. Some exceptions to this generalization were indicated. In the 16-18 age group and the "Other" race category a higher percentage selected 6 months or more.

The largest percentage of those interviewed expressed a preference for learning programs to be held on week days. Very slight differences appear when this concern is examined by sex, race, income, age, and grade level attainment but the majority preference is for week-day program offerings.

The most popular time of day that adults would prefer to attend a learning program is generally the "early evening", however, there were other times which would also be desirable to specific groups of adults. For example: those adults over age 61 distributed their main preference about evenly between early morning, early afternoon early evening. Those adults who have compelted grades 1-6 or 7-12 made a similar selection with more of the 7-12 grade group selecting early evening.

The findings to the questions related to these issues are displayed in the following tables.

"Would the length of the program make any difference to you?"

SEX

TABLE 1

	Yes	No	One day	One week	One month	Three months	6 months or more
Male	43.4	54.5	0.9	2.8	5.6	19.3	12.2
Female	43.7	55.0	1.0	2.6	6.9	21.0	10.5

RACE

TABLE 2

	Yes	No	One day	One week	One month	Three months	6 months or more
White	45.2	53.3	1.0	2.8	7.0	21.7	10.8
Spanish American	33.9	64.9	0.8	2.3	2.9	14.9	12.6
Other	34.3	63.0	0.9	1.9	2.8	10.2	15.7

MONTHLY INCOME

TABLE 3

	Yes	No	One day	One week	One month	Three months	6 months or more
Less than $420	36.3	62.2	1.4	2.5	5.3	15.4	9.9
$421-835	44.1	54.6	0.7	2.3	6.7	21.1	11.7
$836-1250	46.9	52.2	0.9	3.4	5.9	23.7	11.2
$1251 +	49.2	48.3	0.9	3.0	8.5	25.1	11.5

AGE

TABLE 4

	Yes	No	One day	One week	One month	Three months	6 months or more
16-18	39.8	59.4	1.6	1.6	3.9	15.6	17.2
19-25	44.6	54.5	1.3	1.9	6.1	20.5	13.0
26-40	45.9	53.0	0.6	2.0	5.4	24.5	11.2
41-50	46.1	52.3	0.6	3.4	6.5	21.5	13.0
51-60	44.5	54.0	1.1	4.5	8.1	17.8	10.6
61 +	60.9	60.9	1.6	2.4	7.8	16.8	7.4

GRADE LEVEL COMPLETED

TABLE 5

	Yes	No	One day	One week	One month	Three months	6 months or more
1-6	30.7	65.1	1.0	3.6	2.6	15.1	7.8
7-12	37.2	61.6	1.0	2.9	6.9	14.4	10.8
H.S. Grad.	42.7	55.8	1.2	2.4	6.4	19.5	11.2
H.S. Grad.+ no College	45.6	52.8	0.6	0.6	7.0	22.8	13.3
Trade School	54.2	44.8	1.0	5.2	2.1	25.0	15.6
Vocational School	42.9	56.5	1.7	4.0	5.6	16.9	9.6
Community College	48.3	50.7	1.3	1.3	4.0	20.0	21.3
Come College	47.3	51.5	0.7	2.0	6.7	23.1	12.4
College Graduate	54.4	44.3	0.9	3.4	8.1	30.5	10.2
Post Graduate	55.3	42.1	0.4	4.5	6.8	35.7	7.5

"Which time of the day would be best for you?"

SEX

TABLE 6

	Early morning	Late morning	Early noon	Late noon	Early evening	Late evening
Male	11.5	4.4	7.8	4.4	46.8	18.4
Female	16.4	11.4	19.5	6.1	33.9	8.1

RACE

TABLE 7

	Early morning	Late morning	Early noon	Late noon	Early evening	Late evening
White	14.0	9.3	15.2	5.1	39.4	11.6
Spanish American	18.1	6.6	18.4	8.4	33.1	11.0
Other	17.6	9.3	15.7	8.3	26.9	16.7

MONTHLY INCOME

TABLE 8

	Early morning	Late morning	Early noon	Late noon	Early evening	Late evening
Less than $420	18.2	11.8	21.0	8.6	25.6	7.6
$421-835	13.8	8.4	14.7	5.8	41.5	12.4
$836-1250	13.8	7.2	15.1	3.7	43.6	12.8
$1251 +	13.6	8.1	10.2	2.9	45.5	14.3

AGE

TABLE 9

	Early morning	Late morning	Early noon	Late noon	Early evening	Late evening
16-18	18.0	13.3	14.8	7.8	30.5	11.7
19-25	12.9	9.1	11.3	6.4	43.3	13.6
26-40	12.8	7.9	12.3	3.2	45.0	15.7
41-50	14.0	7.5	14.2	4.4	42.1	13.5
51-60	14.0	9.4	16.0	5.5	41.0	9.3
61 +	20.5	11.2	24.9	9.1	19.0	3.6

GRADE LEVEL COMPLETED

TABLE 10

	Early morning	Late morning	Early noon	Late Noon	Early evening	Late evening
1-6	20.3	11.5	15.6	12.5	18.2	8.9
7-12	17.0	9.1	20.9	7.5	28.6	11.3
H.S. Grad.	15.9	7.9	16.4	5.1	38.9	11.0
H.S. Grad.+ no College	10.1	9.5	15.2	3.8	41.1	14.6
Trade School	16.7	13.5	16.7	2.1	32.3	15.6
Vocational School	11.3	8.5	16.9	3.4	44.6	8.5
Community School	13.3	8.0	10.7	2.7	50.7	12.0
Some College	13.3	9.9	12.0	4.3	43.6	11.9
College Graduate	10.2	10.9	9.0	5.5	47.1	12.8
Post Graduate	9.8	6.4	6.0	2.6	58.3	13.2

"Which part of the week would be best for you?"

SEX

TABLE 11

	Weekday	Weekend
Male	82.8	11.1
Female	90.7	5.5

RACE

TABLE 12

	Weekday	Weekend
White	88.7	6.6
Spanish American	84.7	12.4
Other	84.3	9.3

MONTHLY INCOME

TABLE 13

	Weekday	Weekend
Less than $420	84.6	8.6
$421-835	89.8	7.4
$836-1250	90.5	6.2
$1251 +	87.4	7.8

AGE

TABLE 14

	Weekday	Weekend
16-18	88.3	8.6
19-25	90.0	8.2
26-40	91.9	5.7
41-50	88.9	8.1
51-60	88.2	7.6
61 +	80.3	8.5

GRADE LEVEL COMPLETED

TABLE 15

	Weekday	Weekend
1-6	72.4	14.6
7-12	84.5	9.8
H.S. Grad.	89.2	7.2
H.S. Grad. + no College	93.0	3.8
Trade School	89.6	8.3
Vocational School	88.7	7.3
Community College	96.0	4.0
Some College	91.6	5.0
College Graduate	91.0	4.9
Post Graduate	89.1	5.6

SUMMARY

To summarize the major preferences for time of day, days of the week, and longevity of a program it can be said that most adults prefer that learning programs be offered on weekdays, during the early evening, and for a period of time not to exceed three (3) months. The tables should be studied by the potential program planner, however, to become aware of the preferences of specific groups of adults.

EXPECTATIONS OF LEARNING PROGRAMS

Motivation to enroll in a learning program was addressed from what the adult would expect to gain by participating in a program. The questions were designed to get at how important they judged the following topics to be:

1)----------to increase my earning power

2)----------to learn how to do different work

3)----------to learn generally interesting information

4)----------to generally enrich my life

The four questions were crosstabulated by sex, race, monthly income, age and grade level completed. Generally the greatest proportion of those interviewed considered all four questions to be "very important" to them, however some were more important than others.

SEX

Males rated "to increase my earning power" the highest with "to generally enrich my life" as their second choice. Females claimed "to generally enrich my life" as their first choice and gave to increase my earning power" as their second reason for enrolling in a learning program.

TABLE 1

	Very Important*				Some Importance*				Not Important*			
	1	2	3	4	1	2	3	4	1	2	3	4
Male	62.6	39.4	41.9	55.6	22.1	33.0	44.8	31.6	14.7	24.9	12.5	12.0
Female	61.1	44.8	49.8	66.6	22.5	32.7	41.7	25.4	15.7	19.8	7.9	7.3

RACE

Whites ranked "to generally enrich my life" the highest with "to increase my earning power" a close second while "Spanish Americans" and other minority people rated "to increase my earning power" as their primary motivation for program participation.

TABLE 2

	Very Important*				Some Importance*				Not Important*			
	1	2	3	4	1	2	3	4	1	2	3	4
White	59.3	41.4	46.4	62.4	23.7	34.1	43.1	28.2	16.6	22.9	9.9	8.9
Spanish American	78.8	50.7	52.0	66.4	13.4	26.2	40.7	23.7	7.4	12.6	6.5	9.0
Other	68.5	60.2	49.1	62.0	20.4	26.9	41.7	25.9	11.1	12.0	8.3	11.1

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* See page 77
for explanation of numbers 1 thru 4

INCOME

When comparing income level with motivation to attend a learning program people in the sample made little differentiation between "to increase my earning power" and "to generally enrich my life" in every income category except those people at the $1250 plus level who rated "to generally enrich my life" as their main reason for participating in a learning situation.

TABLE 3

	Very Important*				Some Importance *				Not Important*			
	1	2	3	4	1	2	3	4	1	2	3	4
Less than $420	29.6	42.3	44.8	57.7	20.0	27.5	40.7	27.4	19.5	24.7	13.6	14.0
$421-835	65.8	45.9	48.7	64.9	22.2	34.5	43.0	27.4	11.9	17.9	7.9	7.1
$836-1250	63.7	43.0	45.7	64.9	23.5	35.9	46.5	27.8	12.5	19.7	7.5	7.2
$1251 +	51.5	37.8	48.2	64.8	26.8	33.9	42.0	27.4	21.1	27.6	9.5	7.2

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* See page 77
for explanation of numbers 1 thru 4

AGE

All ages rated the four questions as very important with "to increase my earning power" and "to generally enrich my life" as the most important. Those people under forty gave "to increase my earning power" as their first choice while for those respondents over forty "to generally enrich my life" would be their most important reason for enrolling in a program. It should be noted that people over 61 years of age claimed to be least interested in "learning how to do different work."

TABLE 4

	Very Important*				Some Importance*				Not Important*			
	1	2	3	4	1	2	3	4	1	2	3	4
16-18	69.5	60.9	50.8	64.8	23.4	32.0	38.3	23.4	7.0	4.7	10.9	10.2
19-25	69.8	56.6	46.5	65.6	22.6	32.0	46.0	29.1	7.5	9.7	7.2	4.9
26-40	69.3	46.1	45.0	66.3	22.7	35.2	47.5	26.9	7.8	17.3	7.0	6.5
41-50	64.7	44.5	50.3	64.9	22.0	34.5	39.5	26.2	13.3	19.2	9.8	9.0
51-60	60.1	42.1	51.0	65.9	23.1	31.2	44.8	26.3	16.6	25.0	6.9	7.5
61 +	41.7	25.4	44.3	51.6	21.5	29.4	37.7	29.6	34.5	38.3	16.4	16.7

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* See page 77
for explanation of number 1 thru 4

GRADE LEVEL COMPLETED

Grade level completed by respondents appeared to make a difference in their expectations of a learning program. Up to those having attended vocational school the majority of the respondents gave "to increase my earning power" as their main motivator for attending a program. As people went into higher grade levels attained, then "to generally enrich my life", became the primary reason for wanting to participate with "post graduate" level respondents showing the widest range between those two responses.

TABLE 5

	Very Important*				Some Importance*				Not Important*			
	1	2	3	4	1	2	3		1	2	3	
1-6	58.3	44.8	42.2	43.2	14.1	22.4	37.0	31.6	25.5	26.0	19.3	23.4
7-12	62.4	42.9	44.6	57.2	21.1	29.6	42.7	29.4	15.7	23.2	12.1	12.6
H.S. Grad.	67.3	46.8	46.4	62.5	20.9	33.8	44.6	28.8	11.5	17.2	8.2	8.0
H.S. Grad.+ no College	70.3	43.0	40.5	69.0	15.2	32.3	48.7	23.4	14.6	23.4	10.8	7.6
Trade School	60.4	44.8	42.7	64.6	26.0	37.5	52.1	28.1	13.5	17.7	5.2	7.3
Vocational School	67.2	38.4	54.2	65.5	19.8	40.1	40.1	29.4	13.0	20.9	5.6	5.1
Community College	58.7	38.7	45.3	64.0	28.0	34.7	46.7	34.7	13.3	25.3	5.3	1.3
Some College	59.3	42.7	50.1	68.1	25.1	34.1	41.0	25.3	15.2	21.3	8.5	6.3
College Graduate	52.5	38.4	48.4	70.4	27.1	35.0	44.6	23.7	20.3	24.9	7.0	5.8
Post Graduate	42.5	32.3	56.4	72.6	30.1	37.6	35.0	22.2	25.6	28.2	7.9	4.5

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* See page 77 for explanation of numbers 1 thru 4

SUMMARY

Adults expectations of learning programs appear to be affected by such variables as sex, age, income, race and educational background. The data collected indicate that certain groups of people hold generally similar expectations of learning programs.

Males, Spanish Americans and other ethnic groups, people under 40 years of age, all income groups except the very highest, and people who have completed a formal education program through vocational school, would except "to increase their earning power" if they were to enroll in a learning program. On the other hand, females, whites, people over 40, those earning $1250 or more per month, and people who have completed a community college education or a four year college degree program would expect "to generally enrich their lives" as results of participating in a learning program.

CONSIDERATIONS AFFECTING ENROLLMENT IN A LEARNING PROGRAM

Besides wanting to know what potential participants in a learning program would like to get out of the programs, it was deemed necessary to determine what outside factors affect adults' participation in learning programs.

To this effect, a series of questions were asked that inquired about what would make someone go to a learning program i.e.,

---------if members of the family were participating

---------if friends were participating

---------if receiving a certificate or diploma after completing the program

---------if getting paid for attending the program and how much per session

---------if having to pay for participating in the program and how much per session

---------if transportation to and from the program was provided

---------if child care was made available and how often

---------if where the programs were offered was important

---------if the lenght of the program would make any difference

---------if so, how long

---------if the time of day made a difference

---------if weekdays or weekends were more desirable

The data then, have been crosstabulated by sex, race, monthly income, age and grade level completed.

FAMILY AND FRIENDS PARTICIPATION
and
RECEIVING A CERTIFICATE OR DIPLOMA

An effort was made to determine if extrinsic motivators were important in the decision of an adult to enroll in a learning program. The interviewees were asked if the participation of a family member of friend would be important in their decision to enroll.

Another question was "would receiving a certificate or diploma upon completion of a learning program be important to you?" Generally, all of the adults who were interviewed felt that would be desirable. Examination of the tables will show, however, that some considered it more important than others. The only exception to this observation was those adults who were college graduates -- a higher percentage of them felt it was not important.

SEX

Slightly over half of the males said "no" and the females were evenly divided on the feeling about a family member but slightly more said a friend's participation would influence their decision. Receiving a certificate or diploma was rated highly and almost equally by both sexes.

TABLE 1

	If member of family were participating		If friend were participating		Receiving a certificate or diploma for completion	
	yes	no	yes	no	yes	no
Male	44.8	54.4	43.3	55.7	62.6	36.3
Female	49.4	49.8	51.8	47.6	65.9	32.9

RACE

When inspected by race a little over half of the "White" and "Other" category said no, however, about 60%of the Spanish American group said that enrollment of a family member or friend would be an important factor in their decision to enroll.

The question of receiving a diploma or certificate was considered important by all races but much more so by minority respondents.

TABLE 2

	If member of family were participating		If friend were participating		Receiving a certificate or diploma for completion	
	yes	no	yes	no	yes	no
White	45.9	53.4	46.5	51.7	61.6	37.2
Spanish American	61.9	37.8	58.8	41.0	83.4	15.8
Other	42.6	55.6	40.7	59.3	85.2	14.2

MONTHLY INCOME

When the same concern is viewed from a monthly income point-of-view only slight differences appeared with over half of the $420 per month or less group saying no to the family member question and an even split on the friend issue. The $421-835 group were evenly divided. The $836-1250 had slightly over half saying yes about a family members' participation but evenly distributed on the friend questions.

Well over half of all respondents across all income categories felt that receiving a diploma or certificate would be important to them.

TABLE 3

	If member of family were participating		If friend were participating		Receiving a certificate or diploma for completion	
	yes	no	yes	no	yes	no
Less than $420	41.4	57.3	51.8	47.2	65.3	33.7
$421-835	49.8	49.9	49.9	49.6	69.5	29.3
$836-1250	53.1	46.6	49.7	50.0	64.8	34.5
$1251 +	47.0	52.5	40.7	58.7	51.1	47.6

AGE

When age is considered in relation to these questions there is still no clear cut preference but the 51-60 and over age groups did show a slightly higher preference for having a friend participate. Again receiving a diploma was considered important by all with the 16-18 age group very high (85.2%) in their positive response while those in the 61 or over age group were almost even in their "yes" and "no" responses.

TABLE 4

	If member of family were participating		If friend were participating		Receiving a certificate or diploma for completion	
	yes	no	yes	no	yes	no
16-18	34.4	65.6	47.7	52.3	85.2	14.1
19-25	40.7	58.7	45.8	53.5	76.4	22.6
26-40	49.2	50.3	42.5	57.0	66.4	32.3
41-50	52.1	47.2	49.1	50.3	64.5	35.0
51-60	53.3	46.1	55.5	43.8	66.6	32.4
61 +	45.6	53.0	56.2	42.3	49.9	48.3

GRADE LEVEL COMPLETED

Finally when grade level attainment is taken into consideration the only two groups showing a preference for the participation of a family member of friend were those in grade completion groups of 1-6 and 7-12. Obtaining a diploma or a certificate was considered highly desirable by those respondents in the lower grades completed categories while over half of those interviewees at the "college graduate" and "post graduate" level said "no" to the same question.

TABLE 5

	If member of family were participating		If friend were participating		Receiving a certificate or diploma for completion	
	yes	no	yes	no	yes	no
1-6	54.7	43.2	54.7	44.3	71.9	26.6
7-12	54.1	45.2	56.7	42.3	73.4	25.8
H.S. Grad.	48.6	50.8	48.5	51.0	69.9	28.8
H.S. Grad.+ no College	42.4	57.0	42.4	57.6	70.3	29.7
Trade School	53.1	44.8	50.0	47.9	64.6	33.3
Vocational School	48.0	50.3	48.6	49.7	60.5	39.5
Community College	45.3	53.3	52.0	46.7	66.7	33.3
Some College	43.6	55.9	43.8	55.5	59.6	39.6
College Graduate	37.1	62.3	41.4	58.0	44.3	53.7
Post Graduate	43.6	56.0	41.7	57.5	35.7	61.3

HAVING TO PAY
and
GETTING PAY TO ATTEND

The interviewees were asked two questions related to these factors. "Would having to pay to attend a learning program be important to you?" Those that responded "yes" were asked to indicate the dollar range beyond which they would be unwilling to pay. They were also asked "would getting paid to attend a learning program be important to you?" If they said "yes", they were asked to estimate the lowest dollar amount per session (2 hours) they would accept to attend a learning program.

SEX

Half the males said "yes" and of those, over one-fourth said their limit would be somewhere between 25 cents and two dollars and about another quarter said that something between two and four dollars would be their ceiling. The remainder were scattered across the three higher cost categories.

Half the females said "yes" and of the group saying yes about 40 percent said the maximum they could or would pay was between 25 cents and two dollars. Another quarter of the group said two to four dollars was the maximum they would pay.

TABLE 1

	Yes	No	$0.25-2.00	$2.01-4.00	$4.01-6.00	$6.01-8.00	$8.01+
Male	47.6	50.4	14.7	10.5	8.3	2.3	4.9
Female	50.0	48.2	19.2	12.2	7.2	2.0	3.0

RACE

About half the "Whites" said "yes" with one-third of them falling in the lowest cost category.

Sixty-two percent of the "Spanish Americans" said "yes" with half of this group saying the lowest cost group was their maximum.

Less than half of the "Other" race category said "yes" but over half of those saying yes said 25 cents to two dollars was the maximum they could or would afford.

TABLE 2

	Yes	No	$0.25-2.00	$2.01-4.00	$4.01-6.00	$6.01-8.00	$8.01+
White	47.5	50.8	15.5	12.1	8.0	2.2	3.7
Spanish American	61.9	35.5	31.3	10.3	5.2	2.1	3.6
Other	45.4	50.0	24.1	8.3	6.5	0.0	1.9

MONTHLY INCOME

The lowest income group had 55 percent say "yes" having to pay was important to them and half of those that said "yes" fell into the lowest cost category.

The $421-$835 and $836-$1250 monthly income groups followed a similar pattern of about half saying yes and half saying no with the largest proportion of those saying "yes" chosing the 25 cents to two dollar category.

The $1251 and over income group had the lowest percentage saying "yes".

TABLE 3

	Yes	No	$0.25-2.00	$2.01-4.00	$4.01-6.00	$6.01-8.00	$8.01+
Less than $420	55.4	42.2	27.7	9.8	4.6	1.5	2.5
$421-835	51.3	46.9	17.8	13.9	9.0	2.0	3.4
$836-1250	48.5	50.3	13.3	12.8	8.5	2.9	5.4
$1251 +	35.2	63.5	7.5	9.1	8.1	2.2	4.3

AGE

The 16-18 and 19-25 age groups said "yes" with the largest proportion of those saying "yes" claiming the lowest cost category as their maximum ability or willingness to pay.

The older the adults, the smaller the proportion saying having to pay was an important issue, however, of those that said yes the largest proportion identified the lowest cost category as their maximum.

TABLE 4

	Yes	No	$0.25-2.00	$2.01-4.00	$4.01-6.00	$6.01-8.00	$8.01+
16-18	52.3	45.3	19.5	15.6	6.3	0.8	1.6
19-25	57.2	41.6	17.9	14.4	11.1	3.2	4.3
26-40	51.4	47.0	17.4	12.8	9.0	2.6	4.5
41-50	48.9	49.3	16.3	13.3	6.0	1.7	4.8
51-60	43.6	54.4	14.6	9.6	7.1	2.2	3.1
61 +	43.8	53.7	21.8	7.6	4.1	0.9	1.5

GRADE LEVEL COMPLETED

A pattern similar to that which has been observed with sex, race, and monthly income can also be observed with this group.

TABLE 5

	Yes	No	\$0.25-2.00	\$2.01-4.00	\$4.01-6.00	\$6.01-8.00	\$8.01+
1-6	48.4	44.8	26.6	5.7	2.1	0.5	1.0
7-12	53.4	44.6	23.8	11.4	6.2	1.8	2.1
H.S. Grad.	51.9	46.1	18.8	13.5	7.7	1.9	4.2
H.S. Grad.+ no College	43.0	55.7	13.3	14.6	7.6	1.9	1.9
Trade School	52.1	47.9	13.5	11.5	12.5	3.1	3.1
Vocational School	39.5	57.6	11.9	8.5	9.0	1.7	2.8
Community College	61.3	37.3	20.0	14.7	10.7	1.3	5.3
Some College	46.2	53.0	12.4	12.8	7.9	2.4	5.5
College Graduate	41.4	57.4	10.4	7.5	9.2	4.1	4.9
Post Graduate	41.0	56.8	11.3	9.8	10.9	2.6	3.8

The data for the question of "getting paid to attend a learning program" shows that:

SEX

Over half of both sexes said "getting paid to attend" was not important to them, however, of the group of males who said it was important the largest proportion said they would expect $5.00 or more to attend but this group is not large enough to make a decision since the proportion in the other categories are not that much lower.

TABLE 6

	Yes	No	$1.00 or less	$1.01-2.00	$2.01-3.00	$3.01-4.00	$4.01-5.00	$5.01+
Male	41.6	57.3	1.8	4.2	9.2	5.4	5.2	11.1
Female	38.9	60.1	1.5	7.2	11.6	5.5	3.8	5.4

RACE

Over half of the Whites said "it was not important" to them. The largest proportion of this group who said "yes" claimed $2.00 to $3.00 was what they would expect, however, there was a fairly even distribution of the "yes" responses throughout the response range.

Over half of the Spanish Americans said "it would be important" to them to get paid but they too were widely scattered in their opinions regarding the amount they would expect to be paid.

Over half of the Other race category also said "it would be important" to them to get paid to attend. The highest proportion of this group said they would expect $5.00 or more per session to attend a learning program.

TABLE 7

	Yes	No	$1.00 or less	$1.01-2.00	$2.01-3.00	$3.01-4.00	$4.01-5.00	$4.01+
White	36.2	62.9	1.6	5.9	10.1	4.3	4.2	6.1
Spanish American	63.5	35.1	1.1	8.1	15.8	13.4	5.3	14.2
Other	54.6	44.4	0.9	4.6	9.3	8.3	6.5	17.6

MONTHLY INCOME

The group with the largest number of respondents saying "it was important" that they get paid to attend was the less than $420 per month group. Only half of this group said "yes" and they too were widely scattered in their choice of amount.

All other income groups had less than half of the interviewees saying "getting paid was important" did not clearly identify a single dollar amount as most acceptable.

TABLE 8

	Yes	No	$1.00 or less	$1.01-2.00	$2.01-3.00	$3.01-4.00	$4.01-5.00	$5.01+
Less than $420	49.5	48.9	2.1	8.3	13.6	7.4	4.6	10.0
$421-835	40.9	58.2	1.3	6.0	12.2	6.1	4.2	7.2
$836-1250	36.1	63.4	1.6	5.9	10.1	4.0	4.5	6.1
$1251 +	25.0	74.5	1.2	3.0	4.3	3.3	3.5	5.9

AGE

The 16-18 age group had over half of the respondents say that "getting paid to attend" was important to them. The largest proportions of this group fell into the $1.01-$2.00 (16%) and $2.01-$3.00 (20.3%) payment groups. Over half of all other age groups did not feel this was an important issue to them, however, of those who said it was important there was no clearly defined payment range identified.

TABLE 9

	Yes	No	$1.00 or less	$1.01-2.00	$2.01-3.00	$3.01-4.00	$4.01-5.00	$5.01+
16-18	61.5	37.5	3.1	16.4	20.3	4.7	3.9	9.4
19-25	45.2	54.3	1.6	7.3	12.0	7.2	4.3	8.5
26-40	41.0	58.3	1.2	5.7	12.4	5.7	4.1	8.6
41-50	40.4	58.8	2.1	6.4	10.9	4.0	4.8	17.2
51-60	36.3	62.5	1.2	4.0	8.5	5.9	4.9	6.6
61 +	33.7	64.5	1.9	6.3	7.9	4.8	2.9	4.9

GRADE LEVEL COMPLETED

The 1-6 grade level attained group had over half of the respondents say that "getting paid to attend" was important to them, however, a single amount cannot be clearly identified since the expectations of amounts to be paid were widely distributed across the possible dollar amounts.

All other grade level attainment groups had less than half of the respondents say that "getting paid to attend a learning program" was an important issue with them.

TABLE 10

	Yes	No	$1.00 or less	$1.01-2.00	$2.01-3.00	$3.01-4.00	$4.01-5.00	$5.01+
1-6	56.3	40.1	3.1	9.9	13.0	5.2	8.9	9.4
7-12	49.8	49.3	1.8	7.0	13.4	7.6	4.6	10.3
H.S. Grad.	40.4	58.5	1.5	7.4	11.5	5.3	4.5	6.2
H.S. Grad.+ no College	36.1	62.0	0.6	7.0	15.8	3.2	3.2	3.8
Trade School	31.3	68.8	0.0	3.1	5.2	5.2	3.1	4.2
Vocational School	33.3	66.7	0.6	8.5	6.8	5.1	2.8	4.0
Community College	40.0	60.0	1.3	6.7	8.0	4.0	5.3	10.7
Some College	33.6	65.6	1.4	4.2	10.9	4.9	3.5	6.1
College Graduate	25.4	73.8	1.9	3.4	5.1	2.8	4.3	6.0
Post Graduate	29.3	68.8	2.3	3.0	4.5	3.4	3.4	8.3

SUMMARY

On the issue of "having to pay to attend a learning program" the crosstabulation by sex, race, income, age and grade level completed gave almost equal numbers of positive and negative responses.

When asked to name an amount that they could or would pay most responses fell between $0.25 to $4.00 per 2 hour session. Further study of the data by region should be conducted in order to fix an amount most suitable to potential participants.

PHYSICAL FACILITIES

A great amount of consideration has been given, in the past, to where the programs should be offered. Should new buildings be made available, or should existing facilities be utilized, if so, which facilities?

An attempt was made to determine what adults had to say in this matter. The tables displaying this data plus some comments follow.

SEX

When asked where, ideally, should programs be conducted, both males and females responded almost equally in every category. The largest number of males (34.0%) selected the College buildings while the largest number of females (32.8%) selected the Public School buildings as the places where they would like to have programs conducted.

Comments, as recorded by the interviewers, indicate that the choices made by respondents had to do mainly with visibility of the places selected as well as with nearness and accessibility to them.

TABLE 1

	College	Community Center	High School	Church	Private Home	Other
Male	34.0	14.5	28.7	2.3	2.5	9.2
Female	27.8	17.5	32.8	3.7	2.8	7.6

RACE

Inspection of the same question by race shows College and Public Schools buildings as almost and equal choice for "Whites" and "Spanish Americans", with a much larger number of "Others" selecting College over Public School buildings as the ideal place to go.

TABLE 2

	College	Community Center	High School	Church	Private Home	Other
White	30.4	16.2	33.1	2.7	2.5	8.1
Spanish American	25.5	18.3	31.0	5.8	4.2	10.0
Other	38.0	17.6	23.1	5.6	2.8	1.9

MONTHLY INCOME

Examined by monthly income shows, again, the most often mention places to be College and Public School buildings. The Public School category was the most consistent for all income levels while a large difference was shown between those people earning $420 or less a month (22.9%) and those earning $1251 or more (35.4%) in the College category.

TABLE 3

	College	Community Center	High School	Church	Private Home	Other
Less than $420	22.9	18.7	28.2	7.2	4.8	8.6
$421-835	29.1	17.4	33.4	2.5	2.5	7.8
$836-1250	36.0	13.5	34.3	1.5	1.3	7.1
$1251 +	35.4	16.5	29.4	1.4	1.4	8.8

AGE

Age as a variable was no different in as much as it gave both College and Public School buildings as the most frequently mentioned ideal places for a learning program to be held. There were, however, noted differences in the choices by age, for example, the 19-25 years old rated College (40.2%) much higher than Public School buildings (25.0%) while for respondents over 61 years of age the reverse was the case with (16.8%) choosing the College building as opposed to 28.1% selecting the Public School building.

TABLE 4

	College	Community Center	High School	Church	Private Home	Other
16-18	37.5	14.1	31.3	0.8	4.7	6.3
19-25	40.2	14.6	25.0	1.3	3.1	10.5
26-40	33.4	12.9	35.2	1.4	1.5	8.1
41-50	31.5	15.2	34.5	2.7	1.8	6.7
51-60	27.1	19.0	31.2	2.7	2.6	8.6
61 +	16.8	21.4	28.1	8.7	4.7	7.9

GRADE LEVEL COMPLETED

Again, College and Public School buildings were the two choices most often mentioned by the respondents independent of their academic accomplishemnts. Within that, those respondents with more schooling tended to select the College buildings as the place where programs should be conducted more often than those interviewees with less than High School completion.

TABLE 5

	College	Community Center	High School	Church	Private Home	Other
1-6	16.7	21.4	21.4	15.6	5.7	5.2
7-12	20.5	20.0	31.0	5.3	4.6	8.1
H.S. Grad.	29.9	15.4	36.0	1.6	2.4	7.9
H.S. Grad.+ no College	35.4	15.8	33.5	1.3	1.9	5.7
Trade School	31.3	12.5	37.5	5.2	1.0	4.2
Vocational School	27.1	15.8	36.2	2.8	0.6	6.8
Community College	42.7	16.0	26.7	2.7	0.0	8.0
Some College	38.4	14.2	28.2	1.7	1.6	9.1
College Graduate	37.7	14.3	27.3	2.3	1.9	10.9
Post Graduate	41.0	16.2	25.6	1.1	1.5	7.9

Summary

It appears then that most adults would like to see programs offered in near by adequate facilities.

TRANSPORTATION

The issue of transportation for adults who wish to attend learning programs is of concern to those planning and administering the programs.

Two questions were asked related to transportation:

> "would getting transportation to a learning program be important to you"

and

> "what is your usual means of transportation"

The data for these questions is displayed in the following tables.

SEX

TABLE 1

	Yes	No	If picked-up at home	If picked-up within 2 blocks of home	Private vehicle	Public transportation	Friend or relative	None
Male	19.8	79.4	12.2	6.3	91.7	1.7	3.9	2.1
Female	34.0	65.6	24.7	7.1	86.3	1.0	9.7	2.6

RACE

TABLE 2

	Yes	No	If picked-up at home	If picked-up within 2 blocks of home	Private vehicle	Public transportation	Friend or relative	None
White	26.7	72.8	17.7	7.0	89.9	1.2	6.3	1.9
Spanish American	44.3	55.3	37.6	5.2	77.2	1.5	15.8	5.0
Other	40.7	59.3	31.5	7.4	76.9	2.8	13.0	6.5

MONTHLY INCOME

TABLE 3

	Yes	No	If picked-up at home	If picked-up within 2 blocks of home	Private vehicle	Public transportation	Friend or relative	None
Less than $420	45.0	54.3	34.7	9.0	70.1	2.0	20.4	6.6
$421-835	28.3	71.4	19.2	6.9	92.4	0.9	4.5	1.4
$836-1250	21.8	78.0	14.2	5.8	97.1	0.7	1.6	0.4
$1251 +	15.2	84.6	8.8	4.9	96.1	1.0	2.0	0.3

TABLE 4

AGE	Yes	No	If picked-up at home	If picked-up within 2 blocks of home	Private vehicle	Public transportation	Friend or relative	None
16-18	50.0	50.0	30.5	18.8	68.0	2.3	18.8	8.6
19-25	30.3	69.2	17.2	11.3	87.7	1.3	7.2	3.2
26-40	21.4	78.3	13.4	6.4	95.4	0.8	2.3	1.0
41-50	24.2	75.5	16.3	5.3	94.2	1.1	3.2	0.9
51-60	32.1	67.6	25.2	4.3	89.3	0.7	7.5	1.5
61 +	39.6	59.1	32.0	5.6	73.8	2.1	18.0	5.2

GRADE LEVEL COMPLETED

TABLE 5

	Yes	No	If picked-up at home	If picked-up within 2 blocks of home	Private vehicle	Public transportation	Friend or relative	None
1-6	62.5	36.5	54.7	6.8	46.9	1.6	37.5	13.0
7-12	39.7	60.0	31.5	5.8	81.2	1.5	13.4	3.2
H.S. Grad.	26.7	72.6	17.9	7.1	91.4	0.9	5.4	1.4
H.S. Grad.+ no College	17.1	81.6	10.1	5.1	91.8	1.9	3.2	2.5
Trade School	32.3	66.7	25.0	6.3	94.8	1.0	3.1	1.0
Vocational School	31.6	68.4	15.8	14.1	90.4	2.3	4.0	2.8
Community College	21.3	78.7	10.7	9.3	93.3	2.7	2.7	1.3
Some College	21.6	78.2	12.3	7.1	94.1	1.0	3.3	1.2
College Graduate	17.7	81.9	9.8	5.8	94.7	1.1	1.5	1.9
Post Graduate	17.7	81.2	8.6	6.4	95.1	1.5	2.3	0.8

SUMMARY

The majority of respondents independent of sex, race, monthly income, age or grade level completed did not appear to feel that transportation was of primary importance to their participation in a learning program. While the data may very well vary from one region to the next it is recommended that the information be examined carefully for desision making.

CHILD CARE

Through the years adult educators have expressed their concern over the lack of child care availability in connection with adult participation in learning programs.

To the question:

"Would child care be helpful to you in attending a learning program?" Adults in the sample responded in the following manner:

SEX

82.2% of the males and 68,8% of the females said "no". Of those few answering "yes" to that same question 5.2% of the males and 15.0% of the females stated they would need it every time the program was held while 4.6% of the males and 10.1% of the females claiming to need the services occasionally.

TABLE 1

	Yes	No	Each Time	Occasionally
Male	10.0	82.2	5.2	4.6
Female	25.4	68.8	15.0	10.1

RACE

18.4% of the "Whites", 30.0% of the "Spanish Americans" and 35.2% of the "Other" felt child care to be important if they were to participate in a learning program

TABLE 2

	Yes	No	Each Time	Occasionally
White	18.4	76.1	10.2	8.0
Spanish American	30.0	57.0	20.0	9.7
Other	35.2	53.7	23.1	12.0

MONTHLY INCOME

Monthly income did not appear to be an impediment to participation. 76.8% of the interviewees earning $420 or less felt no need for child care services while 81.7% of the respondents in the $1251 or more category also said "no" when asked the same question.

TABLE 3

	Yes	No	Each Time	Occasionally
Less than $420	14.7	76.8	10.4	4.3
$421-835	25.5	70.0	14.9	10.3
$836-1250	22.6	71.9	11.4	10.9
$1251 +	13.7	81.7	6.8	6.9

AGE

Generally all age groups expressed little need for child care services in relationship with program participation.

TABLE 4

	Yes	NO	Each Time	Occasionally
16-18	20.3	73.4	7.8	12.5
19-25	33.2	61.6	20.1	13.1
26-40	40.1	57.5	23.6	16.0
41-50	9.5	84.9	5.0	4.4
51-60	3.8	87.2	2.2	1.3
61 +	1.9	85.0	1.2	0.6

GRADE LEVEL COMPLETED

Grade level attained by respondents made no noticeable difference in their expressed need for child care in order to participate in a learning program. Only 13.5% of those respondents in the 1-6 grade level category stated a need for child care services with 17.7% expressing the same need at the Post Graduate level.

Because of the state wide nature of the data, local programs that perceive child care or a need in their communities might need to gather more specific information.

TABLE 5

	Yes	No	Each Time	Occasionally
1-6	13.5	71.9	9.4	4.2
7-12	17.2	75.2	10.6	6.4
H.S. Grad.	23.1	71.5	12.5	10.3
H.S. Grad.+ no College	18.4	79.1	11.4	7.0
Trade School	18.8	65.6	11.5	7.3
Vocational School	20.9	73.4	10.7	9.6
Community College	18.7	76.0	10.7	6.7
Some College	22.0	72.2	14.0	8.0
College Graduate	21.1	73.1	10.9	9.6
Post Graduate	17.7	77.1	9.8	7.9

SUMMARY

In general, it can be said that age, sex, race, income level and grade level completed made very little difference in the respondents expressed need for child care services.

Program planners should examine the data carefully as it relates to their specific communities in order to make decisions as to this type of supportive service.

COMMUNICATIONS and RECRUITMENT

"How did you happen to enroll in a learning program?"

Recruitment has always been a great concern among adult educators. Respondents who had participated in learning programs other than compulsory education or college degree programs were asked "how they happened to enroll in it" with the following choices listed for their selection.

_____ friend told me about it

_____ family member told me about it

_____ read about it

_____ heard about it on T.V. or radio

_____ supervisor at work told me

_____ employment requirement

SEX

Inspected by sex, the most frequent response for the "males" was "employment requirement" (13.1%) with "read about it" (12.3%) a close second and "a friend told me about it" a somewhat distant third (7.8%). For the females "read about it" (11.7%) was their first choice and "friend told me about it" (10.4%) getting almost equal responses.

TABLE 1

	Friend told me	Family member told me	Read about it	Heard it on T.V. or radio	Supervisor told me	Employment requirement
Male	7.8	1.6	12.3	0.7	4.7	13.1
Female	10.4	3.4	11.7	1.1	4.3	6.4

RACE

Looking at it by race "Whites" and "Spanish Americans" gave "read about it" as their first choice with "a friend told me about it" a close second for both, and "employment requirement" third. For the "Other" category, "employment requirement" and "friend told me about it" came equally high (11.1%) while "read about it" got little response (3.7%).

TABLE 2

	Friend told me	Family member told me	Read about it	Heard it on T.V. or radio	Supervisor told me	Employment requirement
White	10.1	2.9	13.0	1.0	4.7	9.2
Spanish-American	5.7	2.1	6.0	0.6	3.2	4.4
Other	11.1	0.9	3.7	0.9	1.9	11.1

MONTHLY INCOME

All income groups except the lowest one, $420 or less monthly, most frequently selected "read about it" as their first response, however, "employment requirement" and "friend told me about it" were selected almost as often.

TABLE 3

	Friend told me	Family member told me	Read about it	Heard it on T.V. or radio	Supervisor told me	Employment requirement
Less than $420	8.0	2.6	5.8	0.5	2.5	5.3
$421-835	9.3	3.2	12.2	0.9	4.2	8.3
$836 1250	10.7	2.7	14.5	0.8	5.9	11.1
$1251 +	12.1	2.7	19.3	1.4	5.5	13.1

GRADE LEVEL COMPLETED

The most frequent response at all grade levels was "read about it". The exceptions were those respondents in the 1-6 grade level category (4.2%) and those in the "trade school" category (20.8%) who responded higher to "employment requirement" and those in the vocational school category whose first choice was "friend told me about it" (16.4%).

TABLE 4

	Friend told me	Family member told me	Read about it	Heard it on T.V. or radio	Supervisor told me	Employment requirement
1 - 6	3.1	1.0	2.1	0.0	2.6	4.2
7 - 12	4.2	2.6	5.2	0.5	2.1	4.3
H.S. Grad.	9.9	2.3	9.9	0.7	4.5	7.9
H.S. Grad+ no College	12.0	3.2	17.7	0.6	2.5	12.0
Trade School	11.5	6.3	11.5	1.0	8.3	20.8
Vocational School	16.4	4.5	15.8	1.7	6.8	15.3
Community College	13.3	2.7	14.7	2.7	12.0	8.0
Some College	12.9	3.5	18.1	1.4	5.1	11.7
College Graduate	11.7	4.1	19.0	1.7	7.7	10.9
Post Graduate	17.7	1.9	26.7	1.5	5.3	14.3

"How often do you read a newspaper?"

In an effort to find out what means of communications are most common to all people, interviewees were asked how often they read a newspaper, a magazine; watch television, and listen to the radio.

SEX

The sex of the respondent made no difference as to the frequency with which they read the newspaper.

TABLE 5

	Every day	Every other day	Once or twice a week	Less than once a week	Never
Male	69.3	8.3	12.9	5.3	4.0
Female	70.0	6.9	14.7	4.8	3.5

RACE

Examined by race, there was no noticeable difference between "Spanish Americans" (61.9%) and other minorities (59.3%) included in the sample however, the "White" category (71.2%) reported reading the newspaper everyday more often than the minority groups.

TABLE 6

	Every day	Every other day	Once or twice a week	Less than once a week	Never
White	71.2	7.0	14.0	4.8	2.9
Spanish American	61.9	9.9	13.7	6.1	8.2
Other	59.3	9.3	16.7	6.5	6.5

MONTHLY INCOME

Reading the newspaper and income level of respondents appeared to have definite relationship. Only 60.7% of those people reporting their monthly income at $420 or less said they read the newspaper everyday while 81.4% of those whose monthly income was $1251 or more stated they read the newspaper everyday.

TABLE 7

	Every day	Every other day	Once or twice a week	Less than once a week	Never
Less than $420	60.7	6.6	16.8	8.1	7.7
$421-835	66.9	9.0	16.1	5.1	2.9
$836-1250	77.3	7.3	10.9	3.0	1.5
$1251 +	81.4	4.9	9.4	2.9	1.4

AGE

Age was another factor that appeared to make a difference with 49.2% of the people between the ages of 16 and 18 reading the paper everyday and 79.6% of those 51-60 years old saying they read the newspaper everyday.

TABLE 8

	Every day	Every other day	Once or twice a week	Less than once a week	Never
16 - 18	49.2	12.5	23.4	7.8	6.3
19 - 25	51.6	12.4	21.3	8.9	5.7
26 - 40	66.8	8.9	15.9	5.4	3.1
41 - 50	78.0	6.4	11.1	3.5	0.9
51 - 60	79.6	3.4	10.9	3.1	2.9
61 +	77.2	3.8	9.9	3.5	5.3

GRADE LEVEL COMPLETED

Grade level as a variable showed marked differences in reading patterns among interviewees.

48.4% of those giving 1-6 as their grade level completed said they read the newspaper everyday. It appears that the higher people has gone in school directly reflects on how often they read the newspaper for looking at respondents at the Post Graduate level, 85.7% of those interviewed said they read the newspaper everyday.

TABLE 9

	Every day	Every other day	Once or twice a week	Less than once a week	Never
1 - 6	48.4	5.7	14.1	9.4	21.9
7 - 12	65.4	8.2	16.1	5.6	4.5
H.S. Grad.	70.7	7.3	15.3	4.6	2.1
H.S. Grad.+ no College	75.9	12.0	6.3	3.2	2.5
Trade School	75.0	5.2	10.4	6.3	3.1
Vocational School	75.7	2.3	11.9	6.2	4.0
Community College	66.7	14.7	9.3	5.3	4.0
Some College	70.9	7.4	13.8	4.9	3.0
College Graduate	73.1	7.7	13.9	3.8	1.3
Post Graduate	85.7	3.4	6.4	3.8	0.8

"How often do you read a magazine?"

SEX

Examined by sex, the most frequent response from both males (30.6%) and females (30.1%) was "once or twice a week".

TABLE 10

	Every day	Every other day	Once or twice a week	Less than once a week	Never
Male	25.2	11.6	30.6	22.3	9.9
Female	30.4	13.4	30.1	18.4	7.4

RACE

Looking at the same question by race, it appears that "Whites" read magazines more often than minority people.

TABLE 11

	Every day	Every other day	Once or twice a week	Less than once a week	Never
White	29.7	13.2	31.4	18.8	6.6
Spanish-American	21.5	10.8	23.6	24.7	19.4
Other	22.2	10.2	25.0	31.5	9.3

MONTHLY INCOME

Respondents at every income level stated they read magazines "every day" and "once or twice a week" equally excepting those in the $421-835 whose highest response was "once or twice a week."

TABLE 12

	Every day	Every other day	Once or twice a week	Less than once a week	Never
Less than $420	25.4	9.2	25.4	24.1	15.4
$421 - 835	26.1	14.0	31.9	20.4	7.3
$836 - 1250	31.6	14.9	31.9	17.0	4.4
$1250 +	36.7	11.7	32.6	15.0	4.0

AGE

Age appears to make a difference as to how often respondents claimed to read magazines. The largest per centage of responses in the 16 - 18 years old category (28.1%) stating they read magazines "less than once a week" while the 61 + years old claiming 34.4% in the "every day" category and other age groups almost equally distributed between "every day" and "once or twice a week."

TABLE 13

	Every day	Every other day	Once or twice a week	Less than once a week	Never
16 - 18	25.8	11.7	24.2	28.1	10.2
19 - 25	19.4	15.3	34.7	23.0	7.5
26 - 40	27.2	13.5	33.0	20.5	5.7
41 - 50	30.4	11.4	31.2	19.0	7.9
51 - 60	32.3	12.0	30.4	17.5	7.1
61 +	34.4	11.7	22.6	17.7	13.2

GRADE LEVEL COMPLETED

Significant differences appeared when comparing the same question by grade level attained by respondents. The responses most, often given were "once or twice a week" and every day" with little difference between them. However as the grade level increased so did the per centage with 20.3% of the people in the 1-6 grade level category saying they read magazines "every day" and another 18.8% saying "once or twice a week" and the 45.5% of the people in the post graduate category saying "every day" and 30.1% stating "once or twice a week".

TABLE 14

	Every day	Every other day	Once or twice a week	Less than once a week	Never
1 - 6	20.3	3.1	18.8	16.7	40.6
7 - 12	23.2	10.3	26.9	26.0	13.4
H.S. Grad.	27.0	13.9	32.0	20.3	6.5
H.S. Grad.+ no College	34.8	21.5	24.7	16.5	2.5
Trade School	27.1	11.5	30.2	27.1	3.1
Vocational School	34.5	9.0	29.9	19.2	6.2
Community College	28.0	16.0	33.3	18.7	4.0
Some College	31.3	14.9	33.7	16.1	3.6
College Graduate	36.0	13.6	35.4	13.2	1.5
Post Graduate	45.5	14.3	30.1	8.6	1.1

"How often do you listen to the radio?"

Following are the tables displaying the data collected for the question related to how often respondents listened to the radio.

The choices were very consistent across every variable; with "every day" as the most frequently mentioned response regardless of age, sex, race, income or grade level accomplished.

TABLE 15

	Every day	Every other day	Once or twice a week	Less than once a week	Never
Male	71.2	6.5	7.5	7.9	6.6
Female	68.7	5.8	8.5	8.5	8.3

TABLE 16

	Every day	Every other day	Once or twice a week	Less than once a week	Never
White	69.8	6.0	8.2	8.1	7.7
Spanish-American	68.7	6.1	7.6	8.4	8.9
Other	72.2	4.6	9.3	8.3	2.7

TABLE 17

	Every day	Every other day	Once or twice a week	Less than once a week	Never
Less than $420	68.1	5.7	8.2	8.8	8.7
$421-835	68.8	6.2	8.5	8.5	7.8
$836-1250	70.0	6.0	8.5	8.0	7.3
$1251 +	72.0	6.3	7.4	7.5	6.8

TABLE 18

	Every day	Every other day	Once or twice a week	Less than once a week	Never
16 - 18	82.8	4.7	4.7	3.9	3.1
19 - 25	68.5	6.1	8.2	8.3	8.7
26 - 40	71.6	6.6	7.8	7.0	7.0
41 - 50	68.7	6.2	8.8	9.6	6.4
51 - 60	68.0	6.1	9.1	7.6	9.0
61 +	67.6	5.3	7.8	10.5	8.3

TABLE 19

	Every day	Every other day	Once or twice a week	Less than once a week	Never
1 - 6	63.0	5.7	7.8	11.5	10.9
7 - 12	68.9	5.8	8.0	8.8	8.4
H.S. Grad.	70.2	5.8	8.8	7.9	7.1
H.S. Grad.+ no College	64.6	12.0	8.2	7.6	7.6
Trade School	76.0	3.1	13.5	3.1	3.1
Vocational School	70.1	4.5	10.2	9.6	5.6
Community College	78.7	5.3	6.7	4.0	5.3
Some College	69.3	5.6	7.2	9.6	8.1
College Graduate	69.3	8.1	7.7	6.8	7.9
Post Graduate	74.1	5.6	6.0	7.5	6.8

"How often do you watch television?"

SEX

Observing the table with this question "how often do you watch television?" crosstabulated by sex it appeared that both males (71.2%) and females (73.9%) gave "every day" as their most frequent choice.

TABLE 20

	Every day	Every other day	Once or twice a week	Less than once a week	Never
Male	71.2	10.2	9.6	4.6	4.1
Female	73.9	8.3	9.2	3.9	4.6

RACE

Race seemed to make little difference, with all races selecting "every day as their response with the "Spanish Americans" (77.5%) slightly higher than "Whites" (72.3%) and "others" (69.4%).

TABLE 21

	Every day	Every other day	Once or twice a week	Less than once a week	Never
White	72.3	9.1	9.6	4.3	4.5
Spanish-American	77.5	8.2	7.9	2.3	4.0
Other	69.4	11.1	8.3	4.6	4.6

MONTHLY INCOME

Respondents from all income levels claimed to watch television "every day" equally except those making $1251 or more a month who were slightly lower (66.8%) but still gave "every day" as their most frequent response.

TABLE 22

	Every day	Every other day	Once or twice a week	Less than once a week	Never
Less than $420	73.5	7.6	7.9	3.7	7.2
$421-835	73.9	8.5	9.2	4.1	4.2
$836-1250	73.3	10.3	10.3	3.6	2.5
$1251 +	66.8	12.0	11.7	6.2	3.0

AGE

Examined by age, did not appear to make any more difference than other variables. "Every day" was the most often mentioned response with the youngest (72.7%) and the oldest (80.6%) groups higher than the rest.

TABLE 23

	Every day	Every other day	Once or twice a week	Less than once a week	Never
16 - 18	72.7	11.7	10.9	1.6	3.1
19 - 25	68.5	12.4	9.3	4.3	5.2
26 - 40	70.1	9.4	10.3	5.0	5.1
41 - 50	69.2	10.8	11.3	5.5	3.2
51 - 60	76.9	6.5	9.8	2.8	3.8
61 +	80.6	5.8	5.7	2.8	4.9

GRADE LEVEL

Level of education among respondents made no difference in their selection of "every day" as the answer to "how often do you watch television?" The highest group were those in the 7-12 grade level accomplished (79.6%) and the lowest (63.1%) for the college graduates.

TABLE 24

	Every day	Every other day	Once or twice a week	Less than once a week	Never
1 - 6	67.7	6.3	12.0	4.7	8.9
7 - 12	79.6	6.1	7.2	2.6	4.5
H.S. Grad.	75.4	9.1	8.2	4.0	3.2
H.S. Grad.+ no College	76.6	6.3	8.2	5.1	3.8
Tra[illegible] School	72.9	8.3	9.4	6.3	3.1
Vocational School	76.8	5.6	10.7	3.4	3.4
Community College	68.0	9.3	13.3	5.3	4.0
Some College	65.7	12.2	11.6	4.9	5.4
College Graduate	63.1	13.0	10.9	6.6	6.2
Post Graduate	67.3	10.5	13.5	4.5	3.8

"Do you participate in any organizations, groups or clubs?"

In an effort to identify all possible sources of communication that can be utilized to reach and inform adults about the different services available to them through existing agencies the question "do you participate in any organizations, groups or clubs?" was asked.

SEX

Examined by sex, the responses were almost equally divided between "yes" and "no" with the females slightly higher in the positive response area.

TABLE 25

	YES	NO
Male	49.7	50.0
Female	51.8	47.9

RACE

"Spanish Americans" and other minority respondents indicated less participation in any type of organizations, groups or clubs that those in the "White" category.

TABLE 26

	YES	NO
White	53.3	46.4
Spanish-American	37.6	62.2
Other	38.0	59.3

MONTHLY INCOME

Income as a variable produced some significant differences with people in the higher income categories claiming higher participation than those with lower monthly incomes.

TABLE 27

	YES	NO
Less than $420	40.6	59.2
$421-835	48.6	51.0
$836-1250	59.1	40.9
$1251 +	65.8	34.2

AGE

While, in general, the "yes" responses were around 50% there seemed to be a great difference reflected in the amount of participation indicated by the different age groups. Only 21.1% of the 16-18 age group said "yes" and at the other end of the age spectrum 58.3% of the 61 years old or over said "yes" to the same question.

TABLE 28

	YES	NO
16 - 18	21.1	78.9
19 - 25	31.6	67.9
26 - 40	53.2	46.6
41 - 50	57.6	42.2
51 - 60	56.2	43.6
61 +	58.3	41.2

GRADE LEVEL

The crostabulation of this question by "grade level accomplished" yielded very different results with evey grade level category saying "yes" over 90% of the time, except the "post graduates" who were some what lower with 86.5% "yes" answers.

TABLE 29

	YES	NO
1 - 6	99.0	1.0
7 - 12	98.9	1.1
H.S. Grad.	97.7	2.3
H.S. Grad.+ no College	93.7	6.3
Trade School	96.9	3.1
Vocational School	94.9	5.1
Community College	92.0	8.0
Some College	93.5	6.5
College Graduate	91.0	9.0
Post Graduate	86.5	13.5

Having identified those respondents who participated in organizations, groups or clubs they were asked:

"What kind?"

____________social

____________church-sponsored

____________political

____________labor unions

____________professional

____________other

SEX

Both sexes tended to participate equally in every type of group activity with the exception of "church sponsored" activities were the females (29.6%) indicated almost twice as much participation as the males (16.6%).

TABLE 30

	Social		Church Spon		Pol		Labor Unions		Prof		Other	
	no	yes	no	yes	no	yes	no	yes	no	yes	no	yes
Male	75.8	24.2	83.4	16.6	96.3	3.7	93.5	6.5	88.2	11.8	88.9	11.1
Female	72.7	27.3	70.4	29.6	95.6	4.4	99.3	0.7	93.0	7.0	89.9	10.1

RACE.

Participation by race was consistently higher for "Whites" in every category except when it came to "Labor Unions" activities where "Spanish Americans" indicated higher participation than the other two groups.

TABLE 31

	Social		Church Spon		Pol		Labor Unions		Prof		Other	
	no	yes	no	yes	no	yes	no	yes	no	yes	no	yes
White	72.4	27.6	73.5	26.5	95.6	4.4	97.6	2.4	90.4	9.6	88.7	11.3
Spanish-American	81.6	18.4	82.7	17.3	97.6	2.4	95.5	4.5	97.3	2.7	95.2	4.8
Other	84.3	15.7	80.6	19.4	98.1	1.9	98.1	1.9	94.4	5.6	91.7	8.3

MONTHLY INCOME

Higher monthly income denoted higher participation in the social, political and other group activities while respondents claimed almost equal participation in "church sponsored" activities at all income levels.

TABLE 32

	Social		Church Spon		Pol		Labor Unions		Prof		Other	
	no	yes	no	yes	no	yes	no	yes	no	yes	no	yes
Less than $420	80.8	19.2	76.0	24.0	97.8	2.2	99.1	0.9	97.7	2.3	93.1	6.9
$421 -835	77.1	22.9	75.8	24.2	97.4	2.6	98.0	2.0	93.7	6.3	90.0	10.0
$836-1250	66.2	33.8	73.4	26.6	93.5	6.5	95.4	4.6	87.9	12.9	87.8	12.2
$1251 +	62.3	37.7	70.4	29.6	92.1	7.9	96.1	3.9	78.4	21.6	84.7	15.3

AGE

Age as a variable indicated that younger respondents participated less in organizations or clubs. Interviewees approaching 30 years of age and older appeared to almost double the "yes" responses in every type of organization.

TABLE 33

	Social		Church Spon		Pol		Labor Unions		Prof		Other	
	no	yes	no	yes	no	yes	no	yes	no	yes	no	yes
16 - 18	91.4	8.6	89.1	10.9	99.8	0.2	100.0	0.0	99.2	0.8	96.9	3.1
19 - 25	85.4	14.2	88.9	11.1	98.2	1.8	97.7	2.3	95.1	4.9	93.5	6.5
26 - 40	74.1	25.9	77.8	22.2	95.2	4.8	96.9	3.1	88.6	11.4	88.0	12.0
41 - 50	71.1	28.9	70.2	29.8	93.7	6.3	96.3	3.7	88.6	11.4	87.9	12.1
51 - 60	70.7	29.3	69.6	30.4	95.5	4.5	97.8	2.2	89.9	10.1	88.3	11.7
61 +	65.7	34.3	65.0	35.0	96.9	3.1	97.8	2.2	95.6	4.4	89.9	10.1

GRADE LEVEL

Examination of participation by grade level accomplished stayed within what appears to be an established pattern for this particular question. Respondents in the lowest grade level category showed very little participation except in "church sponsored" activities (22.9%). Interviewees at the college level and up indicated greatly increased participation in every type of group listed.

TABLE 34

	Social		Church Spon		Pol		Labor Unions		Prof		Other	
	no	yes	no	yes	no	yes	no	yes	no	yes	no	yes
1 - 6	88.0	12.0	77.1	22.9	99.0	1.0	98.4	1.6	99.0	1.0	93.2	6.8
7 - 12	79.2	20.8	79.6	20.4	98.9	1.1	97.2	2.8	98.9	1.1	92.2	7.8
H.S. Grad.	74.3	25.7	76.6	23.4	97.7	2.3	97.5	2.5	95.7	4.3	90.4	9.6
H.S. Grad.+ no College	73.4	26.6	75.3	24.7	93.7	6.3	95.6	4.4	90.5	9.5	88.0	12.0
Trade School	77.1	22.9	68.8	31.3	96.9	3.1	95.8	4.2	92.7	7.3	85.4	14.6
Vocational School	75.7	24.3	75.1	24.9	94.9	5.1	96.6	3.4	91.5	8.5	88.7	11.3
Community College	73.3	26.7	76.0	24.0	92.0	8.0	94.7	5.3	89.3	10.7	88.0	12.0
Some College	70.7	29.3	71.9	28.1	93.5	6.5	97.5	2.3	89.1	10.9	87.9	12.9
College Graduate	64.0	36.0	67.6	32.4	91.0	9.0	98.3	1.7	75.1	24.9	86.6	13.4
Post Graduate	56.0	44.0	61.7	38.3	86.5	13.5	97.0	3.0	57.5	42.5	82.0	18.0

SUMMARY

Several patterns appear when examining the previous tables. It can be concluded that employed males can be best reached through their employers while all respondents in general claimed to have read about the program they were in or heard it from a friend.

Most people in the sample claimed to read the newspaper everyday, so this form of imparting information about programs and different services could be used to better advantage.

While a large number of respondents claimed to watch television, since time of day was not determined in the sample, planners looking at this information must take this into account if considering using this media to reach potential audiences.

EMPLOYMENT

Information was gathered from the Adults in the sample about their employment status, the type of work performed, the length of time they had been on the job they held at the time of the interview (if employed) and how well they liked the job.

This kind of information can provide a partial picture of the work force in Colorado expecially about the skill level of workers in Colorado, the stability of the labor force, and how the labor force feels about their jobs.

A word of caution must be issued about the employed/unemployed figures shown in this report. The figures do not compare to the current figures issued by the Department of Labor because the sample used for the study included all ages (young people ages 16-18 and retirees) housewives, and handicapped people.

The following discussion will deal with employed and unemployed adults. Each of the two groups will be discussed by each independent variable -- sex, race, monthly income, age, and grade level completed.

The Interviewees Who Were Employed

SEX

At the time of the interviews (August through October 1974) 76% of the "males" and 42% of the females said they were employed.

TABLE 1

	Yes	No
Male	76.2%	23.6%
Female	41.6%	57.9%

Of the "males" who were employed, 38.4% were employed in skilled occupations, 23.8% in professional occupations with 13.3% claiming to work at unskilled jobs.

18.1% of the females worked at skilled jobs. 12.8% were in some type of professional jobs and 10% were in unskilled occupations.

TABLE 2

	Skilled	Unskilled	Professional	No Response
Male	38.4	13.3	23.8	24.4
Female	18.1	10.0	12.8	59.1

Length of time in a job was examined. 26.5% of the employed "males" in the sample had been on their present job from 1 to 5 years.

Of the "females" who were employed, 17.1% had been at their present job 1 to 5 years, 10.9% had been employed less than a year and the remainder equally divided among the other categories.

TABLE 3

	Less than 1 year	1-5 years	6-10 years	11-15 years	No Response
Male	15.6	26.5	11.6	15.7	30.5
Female	10.9	17.1	6.0	5.4	60.6

50.4% of the males claimed to like their present jobs very much with 22.1% saying their jobs were "O.K.", while 3.5% stated they did not like their jobs.

The females followed a similar pattern with 30.1% of them saying they liked their jobs very much and 9.7% saying their present jobs were "O.K."

TABLE 4

	Yes Very much	It's O.K.	No	No Response
Male	50.4	22.1	3.5	23.9
Female	30.1	9.7	1.3	58.9

Employed respondents were asked if they would "like to do different work". 47.4% of the "males" and 27.2% of the "females" said "no".

TABLE 5

	Yes	No	No Response
Male	27.9	47.4	24.7
Female	13.6	27.2	59.2

Of those who said they would like to do something different 12.5% of the males and 5.8% of the females would like to go into a skilled occupation while 11.1% males and 6.1% females chose professional occupations.

TABLE 6

	Skilled	Unskilled	Professional	No Response
Male	12.5	1.1	11.1	75.4
Female	5.8	0.9	6.1	87.2

When asked if they had any training or experience in the occupation they wanted to be in, 10.2% of the males and 5.3% of the females said "yes, some".

There was a very high rate of "no responses" for this question. The "no responses" included mainly people who although claiming to want to do different work, had not seriously thought what they would rather do.

TABLE 7

	Yes— A lot	Yes— Some	No— None	No Response
Male	7.1	10.2	7.6	75.1
Female	3.3	5.3	4.1	87.3

RACE

Of the total interviewees in the sample who were employed, 54.0% were "White", 48.1% were "Spanish Americans", and 55.6% were a composite of all other minority respondents

TABLE 8

	Yes	No
White	54.0	45.6
Spanish-American	48.1	51.7
Other	55.6	42.6

Of the whites who were employed 25.1% did so in skilled occupations, 18.1% were in professional occupations and 10.2% were in unskilled jobs.

A little over 25% of the Spanish Americans and the "Other" respondents said their jobs were of a skilled nature; 6.6% of the Spanish Americans and 11.1% of the "Other" were in professional jobs while 15% of the Spanish Americans and 16.6% of the "Other" were unskilled employment.

TABLE 9

	Skilled	Unskilled	Professional	No Response
White	25.1	10.2	18.1	46.5
Spanish-American	25.4	15.0	6.6	53.0
Other	25.9	17.6	11.1	45.4

Of those "Whites" who were employed, 20% had been at their present jobs from 1 to 5 years, 20.7% "Spanish Americans" and 25.1% "Others" stating they had been at their jobs for the same period of time.

TABLE 10

	Less than 1 year	1-5 Years	6-10 Years	11-15 Years	No Response
White	12.4	20.0	8.1	9.4	50.1
Spanish-American	12.3	20.7	7.8	5.8	53.5
Other	19.4	24.1	5.6	7.4	43.5

8.3% of the "Whites" said they liked their present jobs "very much", and 13.4% said their jobs were "O.K."

Of the "Spanish Americans", 28.9% liked their jobs "very much" and 16.2% said their jobs were "O.K." The "Other" category had 34.3% respondents saying they liked their employemnt "very much" and 22.2% stating their jobs were "O.K."

TABLE 11

	Yes Very much	It's O.K.	No	No Response
White	38.3	13.4	2.1	46.3
Spanish-American	28.9	16.2	2.3	52.7
Other	34.3	22.2	0.0	43.5

When asked if they would like to do "different work", slightly over two-fifths said "yes".

TABLE 12

	Yes	No	No Response
White	17.9	35.4	46.7
Spanish-American	21.0	25.7	53.3
Other	27.8	28.7	43.5

Of those saying they would like to do different work, "Whites" selected skilled (7.5%) and professional (7.7%) occupations almost equally, while "Spanish Americans" (11%) and "Others" (11.1%) were almost equal in their choice of skilled jobs, with "Others" (15.7%) choosing the professions twice as often as the "Spanish Americans" (7.3%) .

TABLE 13

	Skilled	Unskilled	Professional	No Response
White	7.5	1.0	7.7	83.8
Spanish-American	11.0	1.1	7.3	80.6
Other	11.1	0.0	15.7	73.1

Asked if they had any experience or training in their desired occupation, 4.9% of the "Whites", 2.9% of the "Spanish Americans", and 3.7% of the "Others" said "yes, a lot" while 6.7% of the "Whites", 7.4% of the "Spanish Americans" and 15.7% of the "Others" stated "yes, some".

TABLE 14

	Yes— A Lot	Yes— Some	No— None	No Response
White	4.9	6.7	4.7	83.7
Spanish-American	2.9	7.4	8.7	80.9
Other	3.7	15.7	7.4	73.1

MONTHLY INCOME

Of the adults in the sample 35.9%, in the $420 or less income per month category, said they were employed; of those earning $421-$835 per month 55.6% were employed, while 62.3% of the group earning $836 - 1250 monthly said they were employed and 67.4% of the people in the $1251 or more category claiming to be employed.

TABLE 15

	Yes	No
Less than $420	35.9	63.6
$421 - 835	55.6	44.0
$836 - 1250	62.3	37.0
$1251 +	67.4	32.5

Inspection of the following table shows a greater proportion of the lowest income group respondents to be employed in unskilled occupations (14.3%) while all other income groups show the largest proportion of interviewees to be in the skilled occupations except the $1251 or more per month category that had the largest number (35.9%) of respondents in the professional occupations

TABLE 16

	Skilled	Unskilled	Professional	No Response
Less than $420	16.8	14.3	4.4	64.6
$421-835	26.7	13.6	14.7	45.0
$836-1250	30.5	8.8	22.2	38.5
$1251 +	26.7	4.3	35.9	33.0

The largest number of respondents (14.3%) in the $420 or less monthly income category stated they had been at their present job less than a year. All other income categories reflected the largest number of respondents to have been in their present jobs from 1 - 5 years.

TABLE 17

	Less than 1 year	1-5 Years	6-10 Years	11-15 Years	No Response
Less than $420	14.3	12.2	3.9	3.9	65.8
$421-835	14.7	23.7	6.9	7.9	46.9
$836-1250	10.3	23.9	11.6	11.8	42.4
$1251 +	9.8	22.8	13.3	14.0	40.1

It should be noted the higher the monthly income the greater the proportion of adults who said they liked their present job "very much".

TABLE 18

	Yes Very much	It's O.K.	No	No Response
Less than $420	19.9	14.1	1.8	64.3
$421-835	37.8	15.1	2.4	44.8
$836-1250	45.3	14.6	2.1	38.1
$1251 +	53.5	12.1	1.6	32.8

Generally, must people in the sample would rather remain at their present jobs.

TABLE 19

	Yes	No	No Response
Less than $420	18.0	17.5	64.5
$421-835	20.5	33.9	45.5
$836-1250	19.4	42.5	38.1
$1251 +	15.4	50.9	33.6

When those adults who indicated they would like to do something different, identified their desired occupations the largest proportion of the lowest monthly income group (8.1%) selected a skilled occupation with professional occupations as their second most frequently mentioned occupations. This order reversed itself at the higher income levels where respondents gave professional jobs as their first choice of a desired occupation.

TABLE 20

	Skilled	Unskilled	Professional	No Response
Less than $420	8.1	1.6	6.8	83.5
$421-835	9.[illegible]	1.1	8.8	81.1
$836-1250	8.0	0.6	8.8	82.6
$1251 +	6.5	0.3	7.2	86.0

The largest number of respondents in all income groups claimed to have some training or experience in the work they wished to do.

TABLE 21

	Yes— A lot	Yes— Some	No— None	No Response
Less than $420	3.3	7.5	5.7	83.6
$421-835	5.1	7.4	6.3	81.2
$836-1250	5.5	7.1	4.9	82.5
$1251 +	4.3	6.8	3.2	85.7

AGE

The youngest age group (16-18) was equally divided between being employed (49.2%) and unemployed (50.8%).

The oldest age group (61 and over) had the fewest people (20.5%) claiming to be employed while well over half of all respondents in all other age groups said they were employed.

TABLE 22

	Yes	No
16-18	49.2	50.8
19-25	60.8	38.6
26-40	62.4	37.3
41-50	65.2	34.6
51-60	56.6	42.9
61 +	20.5	78.9

The largest proportion of interviewees in all age groups except the age 16-18 category were employed in skilled occupations. The largest number of respondents in the youngest group were engaged in unskilled jobs.

TABLE 23

	Skilled	Unskilled	Professional	No Response
16-18	18.8	29.7	0.8	50.8
19-25	31.6	15.3	13.0	40.1
26-40	37.6	11.6	22.7	38.1
41-50	32.2	11.8	20.3	35.8
51-60	26.7	9.8	19.4	44.0
61 +	9.0	5.3	5.7	80.0

Adults in the sample who claimed to be employed were asked "how long they had been at their present jobs". The largest number of respondents in the 16 to 18 (39.1%) and 19 to 25 (31.3%) age groups said "less than a year". The largest proportion of the 26 to 40 (30.1%) and 41 to 50 (20.8%) age groups said they had been at their present employment from 1 to 5 years.

TABLE 24

	Less than 1 year	1-5 Years	6-10 Years	11-15 Years	No Response
16-18	39.1	8.6	0.8	0.8	50.8
19-25	31.3	27.1	1.9	0.1	39.6
26-40	14.6	30.1	11.8	5.0	38.5
41-50	7.4	20.8	13.2	15.7	42.8
51-60	4.8	16.4	9.0	18.4	51.4
61 +	1.3	4.2	2.7	8.3	83.4

The youngest group age were almost equally divided in their responses to the question: "how well do you like your present job?" with 21.9% saying "very much" and 25.8% saying "it's O.K." Satisfaction with their present employment appeared to prevail among all other age groups for most respondents answered "very much" when asked the same question.

TABLE 25

	Yes Very much	It's O.K.	No	No Response
16-18	21.9	25.8	1.6	50.8
19-25	32.7	23.0	4.6	39.7
26-40	45.5	14.3	2.3	37.8
41-50	47.5	15.2	1.9	35.5
51-60	42.7	12.0	1.6	43.7
61 +	15.1	4.9	0.3	79.7

All employed respondents were asked if they would like to do different work. Consistantly all age groups but the two youngest ones said "no".

TABLE 26

	Yes	No	No Response
16-18	32.8	15.6	51.6
19-25	36.5	23.8	39.7
26-40	22.0	39.7	38.3
41-50	18.2	45.8	36.0
51-60	10.2	45.4	44.4
61 +	3.9	15.9	80.2

Interviewees choices of areas of occupation varied slightly. Most age groups favored the skilled jobs except for the 19-25 (17.2%) and the 26-40 (9.9%) who selected the professional occupations above the others.

TABLE 27

	Skilled	Unskilled	Professional	No Response
16-18	16.4	0.8	12.5	70.3
19-25	15.3	1.1	17.2	66.4
26-40	9.0	1.0	9.9	80.0
41-50	8.8	1.3	6.0	83.9
51-60	4.2	1.0	4.2	90.7
61 +	2.3	0.5	0.9	96.4

Having identified what occupations were desirable to those adults in the sample who wished to do something different, they were asked if they had any experience or training in it. The following table displays this information.

TABLE 28

	Yes— A lot	Yes— Some	No— None	No Response
16-18	3.1	15.6	10.9	70.3
19-25	8.4	14.6	11.0	66.1
26-40	5.7	8.6	5.7	79.9
41-50	3.9	6.9	5.3	83.9
51-60	3.7	2.7	2.7	90.6
61 +	1.2	1.1	1.5	96.3

GRADE LEVEL COMPLETED

Grade level attainment appeared to be an important factor in employment patterns reflected. The largest proportions of respondents who said they were "not employed" belonged in the two lowest grade level groups.

TABLE 29

	Yes	No
1-6	27.6	72.4
7-12	41.5	58.0
H.S. Grad.	52.9	46.6
H.S. Grad. + no College	62.7	36.7
Trade School	59.4	40.6
Vocational School	56.5	43.5
Community College	64.0	36.0
Some College	60.8	38.7
College Graduate	66.1	33.7
Post Graduate	74.8	24.8

The lowest grade level group reflected the largest percentage of adults working at unskilled jobs. The "college graduate" (45.8%) and the "post graduate" (62.8%) categories showing the highest proportion of respondents employed in the professions.

TABLE 30

	Skilled	Unskilled	Professional	No Response
1-6	6.3	17.7	3.1	72.9
7-12	22.7	13.5	4.5	59.2
H.S. Grad.	29.4	13.2	9.4	48.0
H.S. Grad. + no College	34.2	5.1	22.2	38.6
Trade School	40.6	7.3	10.4	41.7
Vocational School	27.7	6.2	22.6	43.5
Community College	32.0	8.0	24.0	36.0
Some College	29.2	11.4	19.9	39.5
College Graduate	17.1	3.0	45.8	34.1
Post Graduate	7.9	3.4	62.8	25.9

Lenght of time on the job by grade level attained is displayed in the following table.

TABLE 31

	Less than 1 year	1-5 Years	6-10 Years	11-15 Years	No Response
1-6	9.9	6.3	3.1	6.3	74.5
7-12	8.3	14.2	5.8	10.1	61.7
H.S. Grad.	12.2	20.4	8.0	8.3	51.1
H.S. Grad. + no College	11.4	20.9	15.2	10.8	41.8
Trade School	13.5	26.0	6.3	10.4	43.8
Vocational School	14.7	20.3	10.7	6.2	48.0
Community College	17.3	30.7	8.0	5.3	38.7
Some College	17.0	25.5	6.7	8.1	42.7
College Graduate	16.8	28.4	10.2	7.9	36.7
Post Graduate	13.2	24.4	16.2	13.9	32.3

The lowest grade level group divided their responses equally between "yes, very much" and "it's O.K." when asked "how they liked their jobs." Adults in all other grade level categories expressed greater satisfaction with their jobs.

TABLE 32

	Yes Very Much	It's O.K.	No	No Response
1-6	12.5	13.5	1.0	72.9
7-12	26.5	13.0	1.9	58.6
H.S. Grad.	35.0	15.2	2.0	47.8
H.S. Grad+ no College	48.1	13.9	0.0	38.0
Trade School	40.6	17.7	0.0	41.7
Vocational School	45.2	10.7	0.6	43.5
Community College	49.3	10.7	2.7	37.3
Some College	42.6	15.0	3.4	39.1
College Graduate	50.1	13.4	2.1	34.3
Post Graduate	63.2	9.8	1.9	25.2

All respondents were asked if they would like to do different work. Again, those adults in the lowest grade category divided their responses almost equally between "yes" and "no" while all others reaffirmed their satisfaction with their present jobs by saying "no" in greater numbers.

TABLE 33

	Yes	No	No Response
1-6	12.0	14.1	74.0
7-12	14.0	26.5	59.5
H.S. Grad.	19.2	32.7	48.0
H.S. Grad. + no College	17.7	44.9	37.3
Trade School	31.3	27.1	41.7
Vocational School	14.1	41.2	44.6
Community College	21.3	41.3	37.3
Some College	23.9	36.6	39.5
College Graduate	20.0	45.6	34.3
Post Graduate	16.2	57.1	26.7

Grade level accomplished by type of employment desired followed a similar pattern with respondents in levels up to "vocational school" choosing occupations in skilled areas and those above "community college" had the highest proportion selecting a profession.

TABLE 34

	Skilled	Unskilled	Professional	No Response
1-6	6.3	2.1	2.1	89.6
7-12	7.9	1.2	3.5	87.5
H.S. Grad.	9.8	1.2	6.5	82.5
H.S. Grad. + no College	5.7	0.6	8.9	84.8
Trade School	15.6	1.0	12.5	70.8
Vocational School	8.5	0.6	4.5	86.4
Community College	10.7	0.0	10.7	78.7
Some College	8.6	0.9	12.3	78.2
College Graduate	3.6	0.2	14.1	82.1

When asked about training or experience in their desired occupation the largest number of adults in the 1-6 and the high school graduates groups said they had "none". The largest percentage of responses in the other grade level categories when to "yes, a lot" or "yes, some."

TABLE 35

	Yes— A lot	Yes— Some	No— None	No Response
1-6	1.6	2.6	6.3	89.6
7-12	2.5	5.5	4.5	87.5
H.S. Grad.	3.3	6.4	7.7	82.6
H.S. Grad. + no College	5.1	7.0	4.4	83.5
Trade School	6.3	15.6	8.3	69.8
Vocational School	5.1	6.8	1.7	86.4
Community College	9.3	9.3	2.7	78.7
Some College	6.7	10.0	5.0	78.3
College Graduate	8.5	7.9	1.9	81.7
Post Graduate	7.9	6.4	2.3	83.5

The Interviewees Who Were Unemployed

SEX

When the interviews were conducted 24 percent of the males, and 58 percent of the females said they were not employed (see Table 1). For purposes of this study, females who declared themselves housewives were classified as not employed. This procedure had the effect of distorting the "not employed" figures for females.

The largest proportion of both sexes indicated that when employed they worked at skilled occupations. The largest proportion of both sexes also indicated they had not been employed for six (6) months or more.

TABLE 1

	Skilled	Unskilled	Professional	No Response
Male	12.1	5.9	5.5	76.5
Female	19.4	18.2	10.6	51.8

TABLE 2

	Less than one month	1-6 Months	More than 6 months	No Response
Male	3.0	3.5	15.1	78.4
Female	2.8	5.7	34.7	56.8

When asked "would you want to do the same kind of work again" the largest proportion of males said "no" and the largest percentage of females said "yes".

TABLE 3

	Yes	No	No Response
Male	9.8	12.6	77.6
Female	24.5	21.8	53.7

Of the "males" stating they would want to do different work 2.8% said they would like to be in skilled occupations; 2.5% would want to be in the professional category and 0.7% in unskilled areas of employment. 6.8% of the females wanted to have skilled jobs while 4.8% wanted professional jobs and 3.1% preferred unskilled type of work.

TABLE 4

	Skilled	Unskilled	Professional
Male	2.8	0.7	2.5
Female	6.8	3.1	4.5

Very few of the respondents claimed to have training in their desired occupation.

TABLE 5

	Yes— A lot	Yes— Some	No— None
Male	1.7	3.1	2.2
Female	3.8	5.9	6.5

RACE

The largest number of unemployed respondents were the "Spanish Americans" with about 52 percent not working. The "Whites" and "Other" race category had 46 percent and 43 percent respectively in the unemployed category.

The largest proportion of "Whites" said they worked in a skilled occupation when they worked. The largest proportion of the Spanish American and "Other" race category said they were employed in unskilled occupations when working.

TABLE 6

	Skilled	Unskilled	Professional	No Response
White	17.1	12.4	9.6	60.9
Spanish American	17.0	24.9	4.2	54.0
Other	11.1	20.4	6.5	62.0

All three racial groups had the largest proportion of respondents say they had been unemployed for six (6) months or more. The "Whites" and "Others" had the greatest proportion, in each group, say they would want to do the same work again but the Spanish Americans had more say "no".

TABLE 7

	Less than one month	1-6 Months	More than 6 months	No Response
White	2.5	4.6	28.0	64.8
Spanish American	5.3	6.5	29.6	58.6
Other	2.8	7.4	24.1	65.7

TABLE 8

	Yes	No	No Response
White	19.7	17.8	62.6
Spanish American	18.9	25.4	55.7
Other	17.6	16.7	65.7

The skill level of work desired by "race" is presented in the following table.

TABLE 9

	Skilled	Unskilled	Professional
White	5.2	2.2	3.9
Spanish American	7.8	2.7	4.5
Other	3.7	2.8	7.5

Again, the unemployed, like the employed stated having little or no experience or training in the work area of their choice.

TABLE 10

	Yes—A lot	Yes—Some	No—None
White	3.2	4.6	4.6
Spanish American	1.6	6.8	8.4
Other	3.7	7.8	4.6

MONTHLY INCOME

Table 15 shows that unemployment was greatest in the lowest income group.

The largest proportion of respondents in the less than $420 per month group said they were employed in unskilled occupations when they did work. The largest proportion of the other three income categories said they were employed in skilled occupations when working.

TABLE 11

	Skilled	Unskilled	Professional	No Response
Less than $420	20.7	25.8	7.3	46.2
$421-835	17.0	13.7	8.1	61.2
$836-1250	14.7	8.3	10.5	66.5
$1251 +	11.8	5.1	10.5	72.6

All monthly income groups had the greatest proportion in each group, say they had been without work for six (6) months or more. Also the largest proportion, in each group, said they would want to do the same kind of work again.

TABLE 12

	Less than 1 month	1-6 Months	More than 6 months	No Response
Less than $420	4.2	5.8	38.4	51.6
$421-835	2.5	5.0	28.1	64.4
$836-1250	2.1	4.3	23.7	69.8
$1251 +	1.7	3.5	19.0	75.8

TABLE 13

	Yes	No	No Response
Less than $420	26.0	25.4	48.6
$421-835	18.8	18.6	62.6
$836-1250	17.9	15.0	67.1
$1251 +	14.7	11.4	73.9

The "skilled" and "professional" category were quite similar for all income levels while the response in the "unskilled" area was higher (4.0%) for the lowest income category.

TABLE 14

	Skilled	Unskilled	Professional
Less than $420	6.0	4.0	4.3
$421-835	5.9	2.4	3.9
$836-1250	4.8	1.5	4.3
$1251 +	4.2	0.6	3.8

Responses to amount of training or experience in their desired occupation by income was no different than by other variables.

TABLE 15

	Yes— A lot	Yes— Some	No— None
Less than $420	3.6	5.8	6.7
$421-835	3.1	5.2	5.5
$836-1250	3.0	4.2	4.3
$1251 +	2.5	3.9	3.0

AGE

Table 22 shows that the youngest and the oldest age groups had the greatest unemployment.

The greatest number of respondents in the 16 to 18 year old age group said they had been employed in unskilled occupations when they were working. All other age groups had the largest proportions of respondents, say they had been employed in skilled occupations.

TABLE 16

	Skilled	Unskilled	Professional	No Response
16-18	13.3	31.3	0.8	54.7
19-25	15.9	15.9	5.1	63.2
26-40	13.2	11.9	8.8	66.1
41-50	12.7	8.9	7.3	71.1
51-60	17.5	12.1	7.4	62.9

Each age group had the greatest proportion say they had been without work for six (6) months or more.

TABLE 17

	Less than 1 month	1-6 Months	More than 6 months	No Response
16-18	13.3	14.8	15.6	56.3
19-25	7.2	10.1	18.8	63.9
26-40	2.3	4.4	24.0	69.3
41-50	1.8	3.2	20.3	74.7
51-60	1.6	4.2	26.6	67.6
61 +	0.7	2.4	52.6	44.4

When asked if they wanted to do the same type of work again, over half of the unemployed 16 to 18 year olds said "no". The largest percentage in each of the other age groups said "yes" except a proportion of the oldest age group (61 and over), who stated they would not want to do the same type of work again.

TABLE 18

	Yes	No	No Response
16-18	14.1	28.1	57.8
19-25	18.2	17.9	63.9
26-40	18.8	13.4	67.9
41-50	15.9	11.5	72.6
51-60	18.7	17.2	64.2
61 +	26.6	34.2	39.3

The majority of the unemployed interviewees expressed a desire to be in "skilled" occupations with the 16-18 age group almost half as high as any other age category.

TABLE 19

	Skilled	Unskilled	Professional
16-18	15.6	5.5	6.5
19-25	7.3	1.2	7.1
26-40	5.8	1.1	4.6
41-50	4.0	1.8	3.3
51-60	4.2	2.6	2.3
61 +	4.8	4.9	2.5

The amount of training or experience in their selected area of work is presented in the following table.

TABLE 20

	Yes— A lot	Yes— Some	No— None
16-18	0.0	12.5	18.8
19-25	1.8	7.3	7.5
26-40	2.3	5.2	5.4
41-50	2.3	3.2	4.3
51-60	3.4	3.8	2.9
61 +	6.0	4.3	3.5

GRADE LEVEL COMPLETED

Table 21 shows that unemployment was highest in the two lowest grade level attainment groups.

Each of the two lowest grade level attainment groups (1 to 6 and 7 to 12) had the largest proportion of respondents say they were in unskilled occupations while they were working. The largest proportion of respondents at the college graduate and post graduate levels indicated they were employed in professional occupations when they were working. All the other groups had the largest proportion, in each group, indicate they were employed in skilled occupations.

TABLE 21

	Skilled	Unskilled	Professional	No Response
1-6	16.7	34.9	3.1	45.3
7-12	18.8	24.1	3.7	53.3
H.S. Grad.	18.4	15.6	5.0	61.1
H.S. Grad.+ no College	14.6	10.1	10.1	65.2
Trade School	25.0	7.3	12.5	55.2
Vocational School	23.7	5.6	11.3	59.3
Community College	18.7	9.3	8.0	64.0
Some College	18.8	5.0	12.1	64.1
College Graduate	8.1	1.7	23.0	67.2
Post Graduate	1.1	0.8	24.4	73.7

The greatest proportion of unemployed respondents in each group said they had been out of work for six (6) months or more.

TABLE 22

	Less than 1 month	1-6 Months	More than 6 months	No Response
1-6	3.1	3.6	40.1	53.1
7-12	2.7	5.0	34.6	57.7
H.S. Grad.	3.3	5.2	26.5	64.9
H.S. Grad.+ no College	2.5	3.8	24.7	69.0
Trade School	2.1	3.1	31.3	63.5
Vocational School	2.8	4.5	27.7	65.0
Community College	4.0	8.0	21.3	66.7
Some College	3.5	6.4	23.7	[illegible]6.4
College Graduate	1.5	4.1	23.7	70.8
Post Graduate	0.8	1.9	20.7	76.7

The two lowest grade level attainment groups (1-6 and 7-12) had the greatest proportion, in each group, say they did not want to do the same type of work again. All the other groups had the greatest proportion of people say "yes" to the same question.

TABLE 23

	Yes	No	No Response
1-6	22.4	28.6	49.0
7-12	21.3	23.9	54.8
H.S. Grad.	18.5	18.6	62.9
H.S. Grad. + no College	19.0	15.2	65.8
Trade School	27.1	14.6	58.3
Vocational School	22.6	15.8	61.6
Community College	25.3	10.7	64.0
Some College	17.5	17.2	65.3
College Graduate	19.2	12.4	68.4
Post Graduate	15.8	7.9	76.3

The analysis of skill level of work desired by grade level completed is presented below.

TABLE 24

	Skilled	Unskilled	Professional
1-6	5.2	4.7	2.1
7-12	6.4	4.0	2.5
H.S. Grad.	6.6	2.0	4.6
H.S. Grad.+ no College	3.2	0.6	5.1
Trade School	4.2	0.0	3.1
Vocational School	4.5	4.0	4.5
Community College	4.0	1.3	2.7
Some College	5.5	1.1	6.3
College Graduate	3.2	0.6	3.6
Post Graduate	0.8	0.8	1.9

The amount of training or experience in the area of work desired by grade level completed is portrayed in the following table.

TABLE 25

	Yes— A lot	Yes— Some	No— None
1-6	2.6	5.7	6.8
7-12	2.8	4.6	6.6
H.S. Grad.	2.4	5.5	6.4
H.S. Grad.+ no College	3.2	4.4	3.8
Trade School	5.2	2.1	3.1
Vocational School	5.6	4.5	4.5
Community College	6.7	2.7	1.3
Some College	4.1	6.2	4.2
College Graduate	2.8	4.9	0.9
Post Graduate	2.6	0.8	0.4

SUMMARY

Of those interviewees who were employed at the time of the survey, very few expressed right out dissatisfaction with their jobs and would like to stay in the same line of work. While some respondents expressed a desire to do something different very few could actually name what would they rather do, which could probably be interpreted as a departure from reality rather than something they are really planning to do.

Unemployment was greatest among the lowest income respondents. Most of the unemployed had been out of a job for over 6 months. They would in general, like to be in a different type of work but, like the employed, had little or no idea of what else they rather do.

Housewives and retired citizens are included in the unemployed figures so when examining this data one must take into consideration this fact. It is possible to separate the actual unemployed from housewives and retirees. It would require a hand count and a computer run to compile the new figures and an analysis by those variables selected by the user.

COLORADO

ADULT NEEDS ASSESSMENT

EMPLOYER SURVEY

THE EMPLOYER SURVEY

INSIGHT

This survey of over 500 Colorado employers indicates a wide array of need for adult education classes which are not now being provided in the respondent communities --

It appears that there is employment at every level of educational attainment. Some employers report having job opportunities for persons with prison or felony records, however this is true mainly in urban areas. There are also jobs suitable for persons with physical handicaps. Equally important is the consensus that employees' opportunities for advancement would improve significantly with further training in different areas.

Pre-employment training appears to be relatively rare. 83% of the employers do not provide pre-employment training of any sort. Those few who do, usually conduct such training on their own premises, however, some employer training activities are conducted at vocational schools and community colleges.

On-the-job training is provided by 90% of the employer organizations and primarily conducted on the premises. Union sponsored training is mostly of the apprenticeship type.

There is a substantial reluctance on the part of employers to offer or pay for employee learning programs even though the employers do report (1) jobs existing for practically every level of educational attainment, (2) employee opportunities for advancement through further education and (3) forecasts of productivity increases resulting from employee participation in adult learning classes.

In response to the question "If new occupational or educational services were made available outside your organization, would you consider providing monetary support? ... in-kind support?" over 58% said "No" to monetary support. There was, however, a stronger affirmative to providing in-kind support (62%).

Employees participation in learning programs is viewed as advantageous to themselves and contributing to their productivity on the job by employers.

Programs are viewed as the responsibility, both functionally and financially, of the schools, government, and individuals of Colorado.

Participation by business/industry appears possible but will be minimal without some strung kind of impetus.

In their view, the primary obstacles to their employees getting further education are those which relate to job and home obligations, indifference, cost, distance, lack of information about programs/or lack of existing programs etc..

ADULT NEED ASSESSMENT

EMPLOYER SURVEY

INTRODUCTION

The purpose of the Employer Survey was to identify: educational requirements of employers in Colorado; the extent to which they provide training for their employees; sources of funding used for such training, employment availability to people with physical and mental handicaps; employment opportunities for people with prison or felony records; advancement opportunities resulting from increased participation in learning programs and recruitment procedures.

METHODOLOGY

A printed questionnaire together with a letter of transmittal was sent to a total sampling of 1,522 employer companies in Colorado. The population from which the sample was selected was the 3rd quarter, 1972 Colorado Department of Labor registry. The type and size of employer was identified by its Standard Industrial Classification (SIC) code number. Location of the employer was determined by the Department of Labor county code number. Sample fractions were based upon the number of employers within each plant size (number of employees) stratum within each Colorado Planning and Management District.

By the time of the Survey cut-off date, a total of 506 replies had been received, giving a 33.24% response.

REGION 14

The 13 Colorado Planning and Management Districts are used for presenting regional data in this report. There also appears a District 14 tabulation which was created to identify and segregate those employers in Colorado that are divisions of companies based elsewhere in the United States. The reason for this separation was to determine whether their attitudes and practices might be different from those of domestic Colorado companies.

STANDARD INDUSTRIAL CLASSIFICATIONS

and

THEIR RESPECTIVE SAMPLE SIZES

	NUMBER
Agriculture	4
Mining	12
Construction	43
Manufacturing	61
Transportation, Communications and Utilities	35
Wholesale, Trade and Retail	160
Finance, Insurance and Real Estate	44
Services	104
Government	43
TOTAL SAMPLE	506

Employers in the sample were asked what percentage of their jobs had educational requirements. From their responses and according to the Standard Industrial Classifications it can be said that jobs requiring "less than a High School education" can be found in the following general categories:

	Number	Percentage*
Agriculture	3	75
Mining	9	75
Construction	21	49
Manufacturing	30	49
Wholesale, Trade and Retail	62	39
Services	36	35

Jobs requiring a High School education can be found in the following categories:

	Number	Percentage*
Agriculture	3	75
Construction	28	65
Manufacturing	43	71
Transportation, Communications and Utilities	26	74
Wholesale, Trade and Retail	111	69
Finance, Insurance and Real Estate	39	89
Services	62	64
Government	26	60

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*Percentage of actual number of employers responding to this question.

Jobs requiring a "College Degree" can be found in the four following areas:

	Number	Percentage*
Manufacturing	15	25
Finance, Insurance and Real Estate	19	43
Services	28	27
Government	26	61

Jobs requiring "Vocational Education Training" can be found in the following general categories:

	Number	Percentage*
Manufacturing	21	35
Transportation, Communications and Utilities	8	23
Wholesale, Trade and Retail	33	20
Services	31	30
Government	9	21

Jobs with "Other" requirements can be found in the following categories:

	Number	Percentage*
Construction	7	16
Transportation, Communications and Utilities	4	12
Services	15	14
Government	5	11

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*Percentage of actual number of employers responding to this question.

The percentage scores reported above are not the percentage of jobs available in that category, rather they represent the number of employers checking the educational requirement for their specific areas of employment.

It appears that, according to the sample, the majority of the jobs in the State of Colorado fall in the manufacturing, services, government, finance, insurance and real estate; transportation, communication and utilities general categories.

This analysis should provide enough general indicators for planning training programs. Further study is recommended for specific areas within the categories.

Employers were asked "how are your employees obtained?" This information has been crosstabulated by the Standard Industrial Classifications and the following tables present this information.

ADVERTISING	%
Agriculture	25
Mining	42
Construction	23
Manufacturing	57
Transportation, Communications and Utilities	43
Wholesale, Trade and Retail	58
Finance, Insurance and Real Estate	23
Services	60
Government	65

STATE EMPLOYMENT AGENCY	%
Agriculture	50
Mining	50
Construction	42
Manufacturing	69
Transportation, Communications and Utilities	43
Wholesale, Trade and Retail	46
Finance, Insurance and Real Estate	43
Services	46
Government	51

PRIVATE EMPLOYMENT SERVICE	%
Agriculture	0
Mining	25
Construction	12
Manufacturing	34
Transportation, Communications and Utilities	26
Wholesale, Trade and Retail	18
Finance, Insurance and Real Estate	23
Services	21
Government	7

FRIENDS and RELATIVES	%
Agriculture	0
Mining	67
Construction	37
Manufacturing	56
Transportation, Communications and Utilities	31
Wholesale, Trade and Retail	36
Finance, Insurance and Real Estate	43
Services	47
Government	33

VOCATIONAL - TECHNICAL SCHOOLS

	%
Agriculture	25
Mining	17
Construction	9
Manufacturing	28
Transportation, Communications and Utilities	20
Wholesale, Trade and Retail	19
Finance, Insurance and Real Estate	9
Services	17
Government	16

PUBLIC SCHOOLS

Agriculture	50
Mining	8
Construction	9
Manufacturing	21
Transportation, Communications and Utilities	23
Wholesale, Trade and Retail	16
Finance, Insurance and Real Estate	32
Services	11
Government	23

EMPLOYEE REFERRED	%
Agriculture	75
Mining	58
Construction	44
Manufacturing	59
Transportation, Communications and Utilities	74
Wholesale, Trade and Retail	44
Finance, Insurance and Real Estate	55
Services	55
Government	44

UNIVERSITIES or COLLEGES	%
Agriculture	0
Mining	33
Construction	9
Manufacturing	21
Transportation, Communications and Utilities	17
Wholesale, Trade and Retail	9
Finance, Insurance and Real Estate	9
Services	21
Government	46

MANPOWER PROGRAMS	%
Agriculture	0
Mining	8
Construction	5
Manufacturing	26
Transportation, Communications and Utilities	9
Wholesale, Trade and Retail	9
Finance, Insurance and Real Estate	2
Services	6
Government	26

WALK-INS (self-applicants)	%
Agriculture	75
Mining	100
Construction	77
Manufacturing	85
Transportation, Communications and Utilities	83
Wholesale, Trade and Retail	80
Finance, Insurance and Real Estate	84
Services	79
Government	72

OTHER

	%
Agriculture	0
Mining	0
Construction	30
Manufacturing	7
Transportation, Communications and Utilities	14
Wholesale, Trade and Retail	3
Finance, Insurance and Real Estate	7
Services	5
Government	42

Walk-ins are by far, the most prevalent method of obtaining employees. Wide use is made by employers of State Employment Agencies. Other employees appear to be a good source for obtaining employees while government employers seem to rely on universities or colleges for recruitment.

Employers were asked what percentage of their jobs had educational requirements. Responses to this question were crosstabulated by the data resulting from the questions dealing with employees opportunities for advancement if they were to obtain certain kinds of training.

% of Jobs Less than High School	% of Advancement if General Education is obtained			
	0-10	11-25	26-50	51+
0-10	57	40	60	64
11-50	14	43	20	21
51-100	28	17	20	14

In organizations where the percentage of jobs requiring less than a high school education is low there seems to be ample opportunity for advancement if further training in general education is obtained.

% of Jobs Less than High School	% of Advancement if Vocational Training is obtained			
	0-14	11-25	26-50	51+
0-10	57	62	50	73
11-50	15	25	39	15
51-100	27	12	11	10

Vocational training, if acquired appears to be highly helpful for employee advancement if his working environment is one where the majority of jobs require at least a high school degree

% of Jobs Less than High School	% of Advancement if Special Skills are obtained.			
	0-10	11-25	26-50	51+
0-10	51	70	65	56
11-50	23	21	18	30
51-100	25	8	16	13

Opportunities for advancement for employees if they were to obtain "special skills training", appear to be greater in employment places where there are few jobs requiring less than a high school education.

% of Jobs Less than High School	% of Advancement if GED is obtained			
	0-10	11-25	26-50	51+
0-10	58	58	16	54
11-50	16	36	66	27
51-100	26	5	16	18

Opportunities for advancement appear greater if a GED diploma was obtained in those organizations where most co-workers already possess a high school education.

% of Jobs Less than High School	% of Advancement if "Other" training was obtained			
	0-10	11-25	26-50	51+
0-10	62	61	100	62
11-50	12	15	0	12
51-100	25	23	0	25

As with the previously discussed training categories, the working environment is all important to the advancement opportunities of the employee. Those workers without a high school degree would benefit from other types of training in those places where the majority of employees have a high school degree or its equivalent.

% of Jobs Requiring a High School Education	% of Advancement if General Education is obtained			
	0-10	11-25	26-50	51+
0-10	33	23	30	14
11-50	30	33	45	21
51-100	37	43	25	64

In organizations where the majority of the jobs require a high school education, opportunities for advancement are high (64%) if general education is acquired.

% of Jobs Requiring a High School Education	% of Advancement if Vocational Training is obtained			
	0-10	11-25	26-50	51+
0-10	29	24	21	21
11-50	22	32	37	21
51-100	48	43	41	58

Advancement possibilities if vocational training is obtained seem extremely favorable for the 51-100% job category.

% of Jobs Requiring a High School Education	% of Advancement if Special Skills are obtained			
	0-10	11-25	26-50	51+
0-10	33	20	34	30
11-50	34	33	27	20
51-100	32	47	38	50

Advancement opportunities appear to spread throughout the different categories.

% of Jobs Requiring a High School Education	% of Advancement if GED diploma is obtained			
	0-10	11-25	26-50	51+
0-10	28	26	16	18
11-50	30	37	67	27
51-100	42	37	17	54

It is apparent that in those places where the majority of the jobs require a high school degree, those employees who acquire their GED diploma would greatly increase their opportunities for advancement.

% of Jobs Requiring a High School Education	% of Advancement if "Other" training is obtained			
	0-10	11-25	26-50	51+
0-10	38	31	20	25
11-50	19	38	20	25
51-100	44	31	60	50

Over all, other types of training appear beneficial for those workers in organizations where the majority of employees have a high school education.

% of Jobs Requiring a College Degree	% of Advancement if General Education is obtained			
	0-10	11-25	26-50	51+
0-10	76	73	70	79
11-50	21	23	30	14
51-100	3	3	0	7

Apparently, advancement opportunities are high if the majority of the jobs do not require a college degree.

% of Jobs Requiring a College Degree	% of Advancement if Vocational Training is obtained			
	0-10	11-25	26-50	51+
0-10	76	69	76	90
11-50	20	30	24	10
51-100	3	1	0	0

There are considerable differences between the top and the bottom lines in the table above. In those places where the majority of the employees have a college degree, vocational training is of little or no value for advancement. However, in those places where very few jobs require a college degree, employees persuing vocational training could advance significantly.

% of Jobs Requiring a College Degree	% of Advancement if Special Skills are obtained			
	0-10	11-25	26-50	51+
0-10	80	65	69	73
11-50	15	31	27	23
50-100	5	4	4	4

Special skills training seems to be only helpful for advancement only if the majority of co-workers do not have a college degree. Even where a moderate number (11-50%) of the employees possess such a degree opportunities for advancement are quite low.

% of Jobs Requiring a College Degree	% of Advancement if GED diploma is obtained			
	0-10	11-25	26-50	51+
0-10	76	68	67	100
11-50	22	26	33	0
51-100	2	5	0	0

Obtaining a GED diploma will only provide advancement opportunities for the employee in very specific working environments, e.g., where fellow employees do not have a college degree or where the positions do not require a college degree.

% of Jobs Requiring a College Degree	% of Advancement if "other" training is obtained			
	0-10	11-25	26-50	50+
0-10	68	69	60	88
11-50	19	31	0	12
51-100	12	0	40	0

This table reflects the trend set by the previous ones in that employees in jobs requiring higher education would not increase their advancement opportunities significantly by obtaining other training. This type of training appears to be beneficial only in those working places where few jobs require a college degree.

% of Jobs Requiring Vocational Education Training	% of Advancement if General Education is obtained			
	0-10	11-25	26-50	51+
0-10	70	73	80	64
11-50	30	23	15	21
51-100	0	3	5	14

In working environments where the majority of the jobs (51-100%) require vocational training there appears to be little or no opportunity for advancement if the employee was to obtain general education training while it is extremely high in those organizations where few employees are required to have vocational training.

% of Jobs Requiring Vocational Education Training	% of Advancement if Vocational Education training is obtained			
	0-10	11-25	26-50	51+
0-10	74	65	56	58
11-50	25	32	35	10
51-100	1	3	9	32

The middle row indicates a moderate opportunity for advancement for employees seeking vocational training. The large responses in the top line are unexplainable without a great degree of speculations. It is recommended that generalizations based on these figures be done with care and that the data for a specific P.M.D. be examined before arriving at any conclusions.

% of Jobs Requiring Vocational Education Training	% of Advancement if Special Skills are obtained			
	0-10	11-25	26-50	51+
0-10	75	70	73	67
11-50	22	25	18	17
51-100	3	5	9	17

In those organizations where most jobs require vocational training, little or no advancement opportunities exist for employees if special skills were obtained. Significant opportunities for advancement exist in work places where less than 10% of the jobs require vocational education training if employees went on to get special skills training.

% of Jobs Requiring Vocational Education Training	% of Advancement if GED diploma is obtained			
	0-10	11-25	26-50	51+
0-10	68	74	100	73
11-50	30	26	0	9
51-100	2	0	0	18

Where the majority of jobs require vocational training it appears that getting a GED diploma would not directly improve employees advancement opportunities. The same is true if "other" type of training was to be obtained as reflected in the following table.

% of Jobs Requiring Vocational Education Training	% of Advancement if "Other" training is obtained			
	0-10	11-25	26-50	51+
0-10	75	77	100	75
11-50	25	23	0	0
51-100	0	0	0	25

The following tables are self-explanatory and follow a clear-cut trend.

% of Jobs Requiring "other" training	% of Advancement if General Education is obtained			
	0-10	11-25	26-50	51+
0-10	90	100	95	79
11-50	9	0	0	7
51-100	1	0	5	14

% of Jobs Requiring "other" training	% of Advancement if Vocational Training is obtained			
	0-10	11-25	26-50	51+
0-10	90	86	96	90
11-50	9	9	2	0
51-100	1	4	2	10

% of Jobs Requiring "other" training	% of Advancement if Special Skills are obtained			
	0-10	11-25	26-50	51+
0-10	91	83	86	90
11-50	7	15	9	0
51-100	2	2	6	10

% of Jobs Requiring "other" training	% of Advancement if GED is obtained 0-10	11-25	26-50	51+
0-10	88	90	100	82
11-50	8	5	0	0
51-100	4	5	0	18

% of Jobs Requiring "other" training	% of Advancement if "Other" training is obtained 0-10	11-25	26-50	51+
0-10	81	69	100	75
11-50	12	7	0	0
51-100	6	23	0	25

In an environment where "Other" training is emphasized (51-100), "Other" training becomes a factor for promotional advancement possibilities.

"Does your organization provide pre-employment training"? The data resulting from this question was crosstabulated by the Standard Industrial Classifications. Little pre-employment training appears to take place in those organizations responding to the survey.

	%
Agriculture	0
Mining	8
Construction	16
Manufacturing	11
Transportation, Communications and Utilities	11
Wholesale, Trade and Retail	18
Finance, Insurance and Real Estate	9
Services	22
Government	28

Those employers who offered pre-employment training were asked where was it conducted.

	On Premises	Off Premises	Both
Agriculture	0	0	0
Mining	2	0	0
Construction	3	50	9
Manufacturing	5	17	9
Transportation, Communications and Utilities	5	0	4
Wholesale, Trade and Retail	40	0	27
Finance, Insurance and Real Estate	3	0	9
Services	31	17	18
Government	10	17	23

Little pre-employment training is provided. The following table portrays the percentage of employers who provide pre-employment training cross-tabulated by the educational requirements of the jobs in their organizations.

Educational Requirements	Pre-employment Training %
Less than High School	18
High School	18
College Degree	23
Vocational Education Training	19
Other	26

On-the-job training is provided at all levels of employment and for all jobs regardless of their educational requirements.

Educational Requirements	On-the-job Training %
Less than High School	86
High School	90
College Degree	95
Vocational Education Training	92
Other	98

It should be noted that 50% of the training in the construction classification is conducted off premises.

Another question related to pre-employment training was: "Who pays for it?"

Agriculture		0%		
Mining	Organization	8%		
Construction	Organization	7%	Employee	2%
Manufacturing	Organization	7%	Other	2%
Transportation, Communications and Utilities	Organization	6%	Employee	3%
Wholesale, Trade and Retail	Organization	11%	Organization and other	3%
Finance, Insurance and Real Estate	Organization	7%	Employee and organization	2%
Services	Organization	14%	Employee and organization	4%
Government	Organization	19%	Other	2%

Employers were asked if their organization provided on-the-job training.

	%
Agriculture	100
Mining	83
Construction	77
Manufacturing	90
Transportation, Communications and Utilities	89
Wholesale, Trade and Retail	91
Finance, Insurance and Real Estate	93
Services	89
Government	98

"Where is it conducted?"

	On Premises	Off Premises	Both
Agriculture	100	0	0
Mining	64	8	8
Construction	63	14	2
Manufacturing	77	0	13
Transportation, Communications and Utilities	49	0	40
Wholesale, Trade and Retail	79	1	11
Finance, Insurance and Real Estate	64	7	23
Services	74	1	14
Government	65	0	33

5

Employers were asked how long would an employee have to have been on the job before the organization would pay for training.

	None %	Less One Month %	Other %
Agriculture	50	0	0
Mining	33	17	17
Construction	46	7	14
Manufacturing	39	8	26
Transportation, Communications and Utilities	49	11	29
Wholesale, Trade and Retail	43	11	13
Finance, Insurance and Real Estate	52	14	16
Services	54	9	12
Government	58	12	16

Responses to providing monetary support if new occupational or educational programs were made available, were as follows:

	%
Agriculture	50
Mining	33
Construction	30
Manufacturing	39
Transportation, Communications and Utilities	46
Wholesale, Trade and Retail	32
Finance, Insurance and Real Estate	50
Services	38
Government	42

"Who pays for "on-the-job" training?"

Agriculture	Organization	75%	Other	25%
Mining	Organization	83%		
Construction	Organization	44%	Other	9%
Manufacturing	Organization	70%	Employee	8%
Transportation, Communications and Utilities	Organization	69%	Employee	6%
Wholesale, Trade and Retail	Organization	71%	Employee	6%
Finance, Insurance and Real Estate	Organization	86%	Organization and Other	4%
Services	Organization	76%	Employee	5%
Government	Organization	72%	Employee and Organization	9%

Those employers who had union employees were asked if the union provided training for the employee.

	%
Agriculture	0
Mining	0
Construction	37
Manufacturing	5
Transportation, Communications and Utilities	0
Wholesale, Trade and Retail	1
Finance, Insurance and Real Estate	0
Services	0
Government	9

"What kind of training is provided by the union?"

No training was reported in the agriculture, mining, transportation, communications and utilities, finance, insurance and real estate, and services classifications, the other classifications were reported as follows:

Construction------------------Other--------------------25%   Apprenticeship and other--12%
Manufacturing-----------------Apprenticeship------------2%   Apprenticeship and other---2%--Other--2%
Wholesale, Trade and Retail----Apprenticeship and other---1%
Government--------------------Apprenticeship------------9%

Many jobs, for a variety of safety and other reasons, are not suitable for individuals with particular handicaps. Employers responding to this question were asked to indicate if there were jobs in their organizations which were suitable for people with any of the handicaps listed below. They were asked to check all that applied.

___ Missing Limb
___ Lameness
___ Epilepsy
___ Sight Defects
___ Hearing Loss
___ Speech Defects
___ Heart Trouble
___ Mentally Retarded
___ Paralysis

This data has been crosstabulated by the Standard Industrial Classifications categories and is presented below.

Jobs suitable for people with missing limbs	%
Agriculture	25
Mining	25
Construction	30
Manufacturing	33
Transportation, Communications and Utilities	49
Wholesale, Trade and Retail	27
Finance, Insurance and Real Estate	39
Services	41
Government	81

Jobs suitable for lame people	%
Agriculture	25
Mining	42
Construction	49
Manufacturing	54
Transportation, Communications and Utilities	66
Wholesale, Trade and Retail	40
Finance, Insurance and Real Estate	57
Services	50
Government	81

Jobs suitable for people with epilepsy	%
Agriculture	0
Mining	17
Construction	19
Manufacturing	25
Transportation, Communications and Utilities	20
Wholesale, Trade and Retail	18
Finance, Insurance and Real Estate	23
Services	29
Government	49

Jobs suitable for people with sight defects	%
Agriculture	0
Mining	17
Construction	14
Manufacturing	20
Transportation, Communications and Utilities	26
Wholesale, Trade and Retail	13
Finance, Insurance and Real Estate	16
Services	23
Government	44

Jobs suitable for people with hearing loss	%
Agriculture	25
Mining	17
Construction	12
Manufacturing	43
Transportation, Communications and Utilities	29
Wholesale, Trade and Retail	20
Finance, Insurance and Real Estate	16
Services	29
Government	61

Jobs suitable for people with speech defects	%
Agriculture	25
Mining	50
Construction	51
Manufacturing	64
Transportation, Communications and Utilities	40
Wholesale, Trade and Retail	24
Finance, Insurance and Real Estate	32
Services	46
Government	63

Jobs suitable for people with heart trouble	%
Agriculture	25
Mining	17
Construction	21
Manufacturing	18
Transportation, Communications and Utilities	29
Wholesale, Trade and Retail	17
Finance, Insurance and Real Estate	30
Services	30
Government	58

Jobs suitable for people with mental retardation	%
Agriculture	0
Mining	0
Construction	5
Manufacturing	12
Transportation, Communications and Utilities	3
Wholesale, Trade and Retail	10
Finance, Insurance and Real Estate	7
Services	19
Government	33

Jobs suitable for people with paralysis	%
Agriculture	0
Mining	0
Construction	5
Manufacturing	15
Transportation, Communications and Utilities	3
Wholesale, Trade and Retail	5
Finance, Insurance and Real Estate	11
Services	14
Government	42

Generally, it appears like the government is the largest source of employment for the handicapped.

Employers in the transportation, communications and utilities areas, claim having a fairly high percentage (49%) of jobs suitable for people with missing limbs. Except in the area of agriculture, employers in all other categories stated having a high percentage of jobs for lame people. Jobs suitable for people with speech defects seem to be more abundant than for those people with hearing loss, sight defects or epilepsy.

Jobs for people with heart trouble were rated low for all areas except government employment. Jobs suitable for mentally retarded people were rated low in all areas of employment, including government employers. This is also the case for people with paralysis.

Employers were asked if their organizations had, at the time of the survey, employees with a prison or a felony record. Except in the area of finance, insurance and real estate, employers in all other categories reported having employees with a prison or a felony record.

The following table represents the crosstabulation of this question by the Standard Industrial Classifications.

	%
Agriculture	25
Mining	50
Construction	23
Manufacturing	44
Transportation, Communications and Utilities	29
Wholesale, Trade and Retail	12
Finance, Insurance and Real Estate	0
Services	7
Government	19

Employers were also asked about their willingness to provide "in-kind" support to new programs:

	Percentage
Agriculture	50
Mining	33
Construction	54
Manufacturing	62
Transportation, Communications and Utilities	46
Wholesale, Trade and Retail	46
Finance, Insurance and Real Estate	64
Services	50
Government	51

This information could be very valuable to those programs planning specific training in given areas for most employers made references to providing space, equipment and in some instances instructors for the programs.

Employers were asked: "Do you have employees whose opportunities for advancement would improve significantly if they had one or more of the kinds of training listed below (check all that apply)."

General Education

Vocational Training

Special Skills Training

General Education Development (GED)

Other

The data resulting from this question was crosstabulated by the data from the question dealing with what types of programs are needed, but not provided either by the employer or the community.

Employers checking "general education training" felt the following programs were needed in their communities:

	%
General Academic Education	45
Civic & Public Affairs	20
Americanization & Basic Education	10
Fine Arts & Crafts	14
Commercial & Distributive Education	56
Agriculture	9
Vocational & Technical Education	45
Home & Family Life Education	20
Health & Physical Education	21
Personal Improvement	45
Recreational Activities	10
Safety & Drivers' Education	22
Special Education	12
Other	14

Employers favoring advancement for their employees if they acquired "vocational training" responded as follows:

	%
General Academic Education	31
Civic & Public Affairs	24
Americanization & Basic Education	7
Fine Arts & Crafts	11
Commercial & Distributive Education	53
Agriculture	11
Vocational & Technical Education	63
Home & Family Life Education	10
Health & Physical Education	19
Personal Improvement	41
Recreational Activities	11
Safety & Drivers' Education	20
Special Education	10
Other	3

Employers checking "special skills training" felt few programs were needed:

	%
General Academic Education	28
Civic & Public Affairs	22
Americanization & Basic Education	7
Fine Arts & Crafts	12
Commercial & Distributive Education	46
Agriculture	11
Vocational & Technical Education	52
Home & Family Life Education	8
Health & Physical Education	14
Personal Improvement	34
Recreational Activities	10
Safety & Drivers' Education	20
Special Education	7
Other	16

Employers who stated that their employees would improve significantly if they obtained general education development training rated needed programs as follows:

	%
General Academic Education	53
Civic & Public Affairs	25
Americanization & Basic Education	14
Fine Arts & Crafts	17
Commercial & Distributive Education	64
Agriculture	14
Vocational & Technical Education	44
Home & Family Life Education	17
Health & Physical Education	33
Personal Improvement	53
Recreational Activities	3
Safety & Drivers' Education	31
Special Education	12
Other	11

Employers selecting "other training" as their choice for employee advancement, stated that several programs were highly needed in their communities.

	%
General Academic Education	31
Civic & Public Affairs	35
Americanization & Basic Education	8
Fine Arts & Crafts	15
Commercial & Distributive Education	58
Agriculture	15
Vocational & Technical Education	58
Home & Family Life Education	15
Health & Physical Education	27
Personal Improvement	54
Recreational Activities	19
Safety & Drivers' Education	42
Special Education	15
Other	46

Employers were asked to rank their choices of most needed programs in order of importance to them.

Employers who felt their employees would improve significantly their opportunities for advancement if they took additional training in general academic education ranked most needed programs as follows:

General Education	1. General Academic Education 2. Vocational-Technical Education 3. Commercial and Distributive Education
Vocational Education	1. Vocational-Technical Education 2. General Academic Education 3. Commercial and Distributive Education
Special Skills	1. Vocational-Technical Education 2. Commercial and Distributive Education 3. General Academic Education
GED - High School equivalency	1. General Academic Education 2. Vocational-Technical Education 3. Commercial and Distributive Education
Other Training	1. General Academic Education 2. Commercial and Distributive Education 3. Vocational-Technical Education

The emphasis is strong and indicates employers high values in such areas as vocational-technical education, commercial and distributive education, and general academic education.

Employers were requested to follow the same procedure, except for the least needed programs in their preception.

The following table represents the crosstabulation of study areas for employee advancement and the ranking of least needed programs.

General Education	1. Recreational Activities 2. Personal Improvement 3. Fine Arts and Crafts
Vocational Education	1. Recreational Activities 2. Fine Arts and Crafts 3. Civil and Public Education
Special Skills	1. Recreational Activities 2. Agriculture Education 3. Home-family, Fine Arts and Crafts
GED - High School equivalency	1. Recreational Activities 2. Personal Improvement 3. Commercial and Distributive Education Fine Arts and Crafts
Other Training	1. Fine Arts and Crafts 2. Percentages too small to mention 3. Percentages too small to mention

"Do you have employees whose productivity would improve through special training and/or continued education?"

	%
Agriculture	75
Mining	67
Construction	72
Manufacturing	77
Transportation, Communications and Utilities	77
Wholesale, Trade and Retail	72
Finance, Insurance and Real Estate	93
Services	78
Government	88

Obviously, employers value highly increased educational opportunities for their employees. They were asked what percentage of their employees would improve their productivity. This data is presented in the following table.

	0%	1-10%	11-25%	26-50%	51-100%
Agriculture	25	25	25	0	25
Mining	33	25	17	17	8
Construction	28	14	21	21	16
Manufacturing	25	18	25	28	5
Transportation, Communications and Utilities	23	20	37	9	11
Wholesale, Trade and Retail	31	11	26	14	18
Finance, Insurance and Real Estate	7	14	43	23	14
Services	21	11	29	21	18
Government	14	28	35	16	7

The following tables represent the crosstabulation of the question dealing with employees opportunities for advancement by the Standard Industrial Classification.

If "general education training" was obtained:

	%
Agriculture	0
Mining	0
Construction	19
Manufacturing	13
Transportation, Communications and Utilities	6
Wholesale, Trade and Retail	12
Finance, Insurance and Real Estate	14
Services	13
Government	19

If "vocational training" was obtained:

	%
Agriculture	0
Mining	34
Construction	35
Manufacturing	39
Transportation, Communications and Utilities	23
Wholesale, Trade and Retail	24
Finance, Insurance and Real Estate	15
Services	30
Government	25

If "special skills training" was obtained:

	%
Agriculture	25
Mining	25
Construction	37
Manufacturing	32
Transportation, Communications and Utilities	43
Wholesale, Trade and Retail	21
Finance, Insurance and Real Estate	52
Services	38
Government	37

If "GED/high school equivalency" was obtained:

	%
Agriculture	0
Mining	0
Construction	16
Manufacturing	3
Transportation, Communications and Utilities	0
Wholesale, Trade and Retail	10
Finance, Insurance and Real Estate	2
Services	7
Government	7

If "other" training was obtained:

	%
Agriculture	0
Mining	0
Construction	10
Manufacturing	6
Transportation, Communications and Utilities	6
Wholesale, Trade and Retail	3
Finance, Insurance and Real Estate	10
Services	3
Government	9

The percentages are high mainly in the vocational and special skills areas which is consistent with all the other data in the study.

"What, in your opinion, are the main obstacles that prevent employees from getting further education?"

Examination of the following table seems to indicate that most employers (52%) feel that job and home responsibilities are the main obstacles for their employees.

"What are the main obstacles that prevent employees from getting further education?"

	Cost	Time	Home or Job Responsibility	Age Health or Other	Lack of Information About Programs
Agriculture	0	50	50	0	0
Mining	33	42	67	42	25
Construction	35	40	44	14	35
Manufacturing	39	56	48	12	41
Transportation, Communications and Utilities	40	71	57	26	34
Wholesale, Trade and Retail	35	38	46	13	27
Finance, Insurance and Real Estate	27	57	64	0	20
Services	54	47	52	15	33
Government	46	58	56	16	35

	Program Problems	Inconvenience	Indifference
Agriculture	0	50	0
Mining	25	33	58
Construction	26	28	35
Manufacturing	31	21	46
Transportation, Communication and Utilities	34	37	34
Wholesale, Trade and Retail	31	25	35
Finance, Insurance and Real Estate	34	46	46
Services	37	38	43
Government	35	42	56

"Who should offer adult education classes?"

	Business/ Industry	Universities	Unions Private Schools Other	Local Schools	Vocational Education Schools
Agriculture	0	0	0	0	25
Mining	25	50	8	25	75
Construction	23	19	14	16	79
Manufacturing	25	34	15	31	77
Transportation, Communications and Utilities	34	29	6	29	83
Wholesale, Trade and Retail	20	21	7	34	77
Finance, Insurance and Real Estate	34	16	7	36	80
Services	18	24	12	34	78
Government	35	60	16	40	88

It appears that most employers think vocational education schools are the places where adult education should be offered.

" Who should pay for adult education programs?"

	Individuals/ Employees	Business/ Industry	Public Funds	Individuals/Employees and Business/Industry	Individuals/Employees and Public Funds	Business/Industry and Public Funds	Individuals/Employees Business/Industry and Public Funds
Agriculture	25	0	0	25	0	0	0
Mining	8	0	8	17	8	8	25
Construction	16	5	23	12	16	0	16
Manufacturing	23	0	13	15	8	3	25
Transportation, Communications and Utilities	11	0	11	29	11	9	17
Wholesale, Trade and Retail	19	4	22	14	10	6	14
Finance, Insurance and Real Estate	29	11	9	25	4	7	18
Services	12	1	25	12	15	5	17
Government	19	2	12	14	9	7	35

P.M.D.	Agriculture	Mining	Construction	Manufacturing	Transportation, Communications and Utilities	Wholesale, Trade and Retail	Finance, Insurance and Real Estate	Services	Government
1	0	0	10	12	7	39	10	17	5
2	0	2	17	19	2	27	6	21	6
3	0	0	5	22	2	32	8	20	10
4	3	0	14	16	5	32	5	16	8
5	3	0	7	7	13	43	7	17	3
6	4	0	0	15	6	42	8	15	10
7	0	0	10	10	10	27	10	20	15
8	0	0	3	21	6	32	6	26	6
9	0	2	5	5	8	28	8	30	15
10	0	7	10	0	3	34	10	21	14
11	0	6	8	8	17	25	6	25	6
12	0	7	10	14	3	14	17	34	0
13	0	5	11	8	5	32	16	16	5
*14	0	12	12	0	12	31	6	6	9

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*see page 184 for explanation of P.M.D. 14

Employers were asked which types of adult education classes were needed but not provided by their organization or by the community and which would benefit their employees. The following list was provided and they were requested to check all that applied.

_____A. GENERAL ACADEMIC EDUCATION

_____B. CIVIC AND PUBLIC AFFAIRS EDUCATION

_____C. AMERICANIZATION AND BASIC EDUCATION

_____D. FINE ARTS AND CRAFTS

_____E. COMMERCIAL AND DISTRIBUTIVE EDUCATION

_____F. AGRICULTURE

_____G. VOCATIONAL AND TECHNICAL EDUCATION OTHER THAN AGRICULTURE

_____H. HOMEMAKING AND FAMILY LIFE EDUCATION

_____I. HEALTH AND PHYSICAL EDUCATION

_____J. PERSONAL IMPROVEMENT

_____K. RECREATIONAL ACTIVITIES

_____L. SAFETY AND DRIVER EDUCATION

_____M. SPECIAL EDUCATION

_____N. OTHER

This data has been crosstabulated by the Standard Industrial Classifications.

GENERAL ACADEMIC EDUCATION	%
Agriculture	25
Mining	8
Construction	23
Manufacturing	25
Transportation, Communications and Utilities	23
Wholesale, Trade and Retail	27
Finance, Insurance and Real Estate	23
Services	25
Government	19

CIVIC AND PUBLIC AFFAIRS EDUCATION	%
Agriculture	25
Mining	8
Construction	12
Manufacturing	23
Transportation, Communications and Utilities	17
Wholesale, Trade and Retail	8
Finance, Insurance and Real Estate	21
Services	14
Government	26

AMERICANIZATION AND BASIC EDUCATION	%
Agriculture	0
Mining	8
Construction	0
Manufacturing	8
Transportation, Communications and Utilities	6
Wholesale, Trade and Retail	5
Finance, Insurance and Real Estate	2
Services	8
Government	5

FINE ARTS AND CRAFTS	%
Agriculture	0
Mining	0
Construction	9
Manufacturing	10
Transportation, Communications and Utilities	9
Wholesale, Trade and Retail	6
Finance, Insurance and Real Estate	7
Services	5
Government	9

COMMERCIAL AND DISTRIBUTIVE EDUCATION	%
Agriculture	25
Mining	8
Construction	16
Manufacturing	30
Transportation, Communications and Utilities	40
Wholesale, Trade and Retail	49
Finance, Insurance and Real Estate	59
Services	52
Government	33

AGRICULTURE	%
Agriculture	25
Mining	0
Construction	2
Manufacturing	15
Transportation, Communications and Utilities	9
Wholesale, Trade and Retail	6
Finance, Insurance and Real Estate	9
Services	6
Government	16

VOCATIONAL AND TECHNICAL EDUCATION (other than Agriculture)

	%
Agriculture	25
Mining	58
Construction	46
Manufacturing	59
Transportation, Communications and Utilities	63
Wholesale, Trade and Retail	39
Finance, Insurance and Real Estate	14
Services	40
Government	20

HOMEMAKING AND FAMILY LIFE

	%
Agriculture	0
Mining	0
Construction	2
Manufacturing	10
Transportation, Communications and Utilities	6
Wholesale, Trade and Retail	10
Finance, Insurance and Real Estate	11
Services	7
Government	5

HEALTH AND PHYSICAL EDUCATION	%
Agriculture	0
Mining	8
Construction	7
Manufacturing	12
Transportation, Communications and Utilities	6
Wholesale, Trade and Retail	9
Finance, Insurance and Real Estate	7
Services	20
Government	16

PERSONAL IMPROVEMENT	%
Agriculture	25
Mining	0
Construction	21
Manufacturing	21
Transportation, Communications and Utilities	29
Wholesale, Trade and Retail	34
Finance, Insurance and Real Estate	32
Services	35
Government	26

RECREATIONAL ACTIVITIES	%
Agriculture	0
Mining	0
Construction	3
Manufacturing	8
Transportation, Communications and Utilities	6
Wholesale, Trade and Retail	4
Finance, Insurance and Real Estate	4
Services	9
Government	12

SAFETY AND DRIVER EDUCATION	%
Agriculture	0
Mining	17
Construction	19
Manufacturing	20
Transportation, Communications and Utilities	37
Wholesale, Trade and Retail	11
Finance, Insurance and Real Estate	2
Services	12
Government	21

It can be said that due to the orientation of the employers, the fact that vocational and technical education and commercial and distributive education were the most frequently mentioned areas where classes were needed is not surprising. It is recommended however, that those readers interested in this information for planning and programming purposes look at the same analysis but in their specific planning and management districts. Hopefully, this will provide a more clear understanding of the needs in their areas.

To summarize the most needed programs as stated by the employers and according to the different industrial classifications are:

1. General Academic, Commercial and Distributive Education
2. Vocational-Technical, General Academic
3. Vocational-Technical, General Academic and Commercial and Distributive Education
4. Vocational-Technical, General Academic, Civic and Public Education
5. Vocational-Technical, Commercial and Distributive Education General Academic and Other
6. Vocational-Technical, Commercial and Distributive Education General Academic
7. Commercial and Distributive Education, Other
8. Vocational-Technical, Commercial and Distributive Education General Academic
9. General Academic, Commercial and Distributive Education Vocational-Technical

EDUCATIONAL REQUIREMENTS by ADULT EDUCATION CLASSES NEEDED

Looking at the educational background required by employers and the adult education classes which they feel are generally needed but not provided either by their organization or by the community the majority of the employers gave "Commercial and Distributive Education" and "Vocational and Technical Education" as most needed, with "Personal Improvement" as their third choice.

Employers for the most part felt that many of the programs listed were already being offered in their communities and that there appeared to be a certain amount of duplication in the implementation of these programs.

The following tables display the crosstabulation of "the level of education required of employee" and "adult education classes needed but not provided" in the employer perception.

GENERAL ACADEMIC EDUCATION

Level of Education Required	No %	Yes %
Less than High School	70	28
High School	74	24
College	78	20
Vocational Education	80	19
Other	77	21

CIVIC AND PUBLIC AFFAIRS

Level of Education Required	No %	Yes %
Less than High School	90	8
High School	88	15
College	80	19
Vocational Education	79	19
Other	84	16

AMERICANIZATION AND BASIC EDUCATION

Level of Education Required	No %	Yes %
Less than High School	92	6
High School	96	3
College	95	4
Vocational Education	95	5
Other	91	9

FINE ARTS AND CRAFTS

Level of Education Required	No %	Yes %
Less than High School	95	5
High School	92	6
College	91	9
Vocational Education	92	8
Other	87	13

COMMERCIAL AND DISTRIBUTIVE EDUCATION

Level of Education Required	No %	Yes %
Less than High School	61	39
High School	52	48
College	57	43
Vocational Education	57	43
Other	63	37

AGRICULTURE

Level of Education Required	No %	Yes %
Less than High School	93	7
High School	89	10
College	88	12
Vocational Education	91	9
Other	94	6

VOCATIONAL AND TECHNICAL EDUCATION OTHER THAN AGRICULTURE

Level of Education Required	No %	Yes %
Less than High School	56	44
High School	48	42
College	65	35
Vocational Education	44	56
Other	47	52

HOMEMAKING AND FAMILY LIFE EDUCATION

Level of Education Required	No %	Yes %
Less than High School	92	8
High School	93	7
College	96	4
Vocational Education	89	10
Other	89	11

HEALTH AND PHYSICAL EDUCATION

Level of Education Required	No %	Yes %
Less than High School	87	12
High School	89	11
College	91	9
Vocational Education	86	13
Other	72	28

PERSONAL IMPROVEMENT

Level of Education Required	No %	Yes %
Less than High School	71	29
High School	68	22
College	71	29
Vocational Education	67	32
Other	63	37

RECREATIONAL ACTIVITIES

Level of Education Required	No %	Yes %
Less than High School	96	4
High School	93	7
College	91	9
Vocational Education	92	8
Other	87	13

SAFETY AND DRIVER EDUCATION

Level of Education Required	No %	Yes %
Less than High School	83	17
High School	85	15
College	84	16
Vocational Education	79	20
Other	74	26

SPECIAL EDUCATION

Level of Education Required	No %	Yes %
Less than High School	89	11
High School	95	5
College	95	5
Vocational Education	91	9
Other	91	9

OTHER ADULT EDUCATION CLASSES

Level of Education Required	No %	Yes %
Less than High School	91	9
High School	87	12
College	84	15
Vocational Education	82	17
Other	76	24

The previous questions dealt with classes which employers felt were generally needed in their communities and were not being offered at the time of the survey.

The following tables portray the types of classes which employers felt were the most and the least needed by their employees. This information has been crosstabulated by the level of education required by employers for the different jobs within their organization.

Number one is highest in both the most and the least needed categories.

Because of the small to medium sample sizes in each cell, this information should be used as indicators and not as the absolute word in employment requirements.

TYPE OF ADULT EDUCATION 1st MOST NEEDED IN RANK ORDER

Level of Education Required	
Less than High School	1. Vocational and Technical 2. General Academic 3. Commercial and Distributive Education
High School	1. Vocational and Technical 2. Commercial and Distributive Education 3. General Academic
College	1. Commercial and Distributive Education 2. Vocational and Technical 3. Other Education
Vocational Education	1. Vocational and Technical 2. Commercial and Distributive Education 3. Other Education
Other	1. Vocational and Technical 2. Commercial and Distributive Education, Health and Physical Education 3. General Academic

TYPE OF ADULT EDUCATION 2nd MOST NEEDED IN RANK ORDER

Level of Education Required	
Less than High School	1. Commercial and Distributive Education 2. General Academic 3. Vocational and Technical
High School	1. Commercial and Distributive Education 2. Personal Improvement 3. Vocational and Technical
College	1. Vocational and Technical 2. Commercial and Distributive Education Personal Improvement 3. General Academic
Vocational Education	1. Personal Improvement 2. Commercial and Distributive Education 3. Vocational and Technical
Other	1. Commercial and Distributive Education 2. Vocational and Technical 3. Personal Improvement

TYPE OF ADULT EDUCATION 3rd MOST NEEDED IN RANK ORDER

Level of Education Required		
Less than High School	1.	Commercial and Distributive Education
	2.	Personal Improvement
	3.	Vocational and Technical
High School	1.	Personal Improvement
	2.	Commercial and Distributive Education
	3.	General Academic
College	1.	Personal Improvement
	2.	Commercial and Distributive Education
	3.	General Academic Civic and Public Agriculture Safety and Driver Education
Vocational Education	1.	Commerical and Distributive Education
	2.	General Academic Personal Improvement
	3.	Safety and Driver Education
Other	1.	Commercial and Distributive Education
	2.	Vocational and Technical Safety and Driver Education
	3.	Health and Physical Education

TYPE OF ADULT EDUCATION 1st LEAST NEEDED IN RANK ORDER

Level of Education Required	
Less than High School	1. Recreational 2. Home and Family Education 3. Agriculture
High School	1. Recreational 2. Fine Arts and Crafts 3. Agriculture Home and Family Education
College	1. Recreational 2. Fine Arts and Crafts 3. Agriculture General Academic
Vocational Education	1. Fine Arts and Crafts 2. Recreation 3. Home and Family Education
Other	1. Agriculture 2. Percentage too small to report 3. Percentage too small to report

TYPE OF ADULT EDUCATION 2nd LEAST NEEDED IN RANK ORDER

Level of Education Required	
Less than High School	1. Recreational 2. Safety and Driver Education 3. Home and Family Education American and Basic Education
High School	1. Special Education 2. Recreational 3. Home and Family Education
College	1. Recreational 2. Personal Improvement 3. Special Education Agriculture
Vocational Education	1. Recreational 2. Special Education 3. Home and Family Education
Other	1. Percentage too small to report 2. Percentage too small to report 3. Percentage too small to report

TYPE OF ADULT EDUCATION 3rd LEAST NEEDED IN RANK ORDER

Level of Education Required	
Less than High School	1. Fine Arts and Crafts 2. Recreational 3. Civic and Public Affairs Agriculture
High School	1. Recreational 2. Home and Family Education 3. Safety and Driver Education
College	1. Home and Family Education 2. Health and Physical Education 3. Personal Improvement Recreation Safety and Driver Education Special Education
Vocational Education	1. Civic and Public Affairs 2. Health and Physical Education 3. Recreation Special Education
Other	1. Recreational 2. Percentage too small to report 3. Percentage too small to report

COLORADO

ADULT NEEDS ASSESSMENT

AGENCY SURVEY

THE AGENCY SURVEY

INSIGHT

This survey of nearly 400 public and private agencies portrays an effort to serve the needs of the people of Colorado.

There seems to be enough agencies in terms of quantity. Of those in the study, 64% are located in urban areas; 12.1% are in suburban areas; 12.9% in rural areas; and 2.3% in rural isolated areas.

56.3% of the agencies surveyed provide services to large areas (more than one county); 38.2% service medium size areas (one county or less) with only 4.4% claiming to serve small areas (1 to 2 square miles: a neighborhood). Their offerings are largely based upon fund allocation, government and legal requirements as well as actual assessments of individual's needs. It appears that agencies seek to meet the primary needs of their clients and attempt to alleviate secondary demands through inter-agency referrals.

There is an acknowledged lack of adequate public information systems about existing services.

They indicate an aggressive effort to reach out and serve the total population although 57.1% of the agencies claimed not to have the necessary resources and capabilities to meet existing agency objectives.

Because of the state-wide nature of the data some of it might not apply or be representative of given communities.

This survey, like the adult and employer surveys was conducted by the thirteen Planning and Management Districts. It is possible to obtain the same information related to a specific region.

Potential users of this data are urged to carefully examine the data for their region before arriving at definite conclusions.

ADULT NEEDS ASSESSMENT

AGENCY SURVEY

INTRODUCTION

The purpose of the Agency Survey component of the Adult Needs Assessment Project was to identify the extent to which the people of Colorado are being served by existing agencies, sources of funding and sources of financial aid being used, the extent to which supportive services are available, types of agency communication media and the relationship between agencies objectives and their current resources and capabilities.

METHODOLOGY

A printed questionnaire together with a letter of transmittal was sent to each public education agency identified through a directory search of each Colorado community. In total, 978 such agencies were queried and 387 replied giving a 39.6% response.

Location of Services x Area Location of Agency

	Urban	Suburban	Rural	Rural Isolated
Own Address	33.9	29.8	32.0	33.3
Extension Sites	18.1	14.9	19.8	22.2
Neighborhood Centers	21.4	10.6	16.0	22.2
Homes	28.2	40.4	43.2	44.4
On the Job	15.7	10.0	16.0	11.1
Labor Centers	4.0	0.0	2.5	0.0
Community Action Centers	14.9	0.0	11.1	11.1
College Facilities	17.3	10.6	8.6	33.3
Public Schools	27.4	29.8	40.7	44.4
Training Centers	8.5	6.4	4.9	0.0
On the Streets	14.5	10.6	22.2	11.1
Public Buildings	23.8	12.8	24.7	33.3
Other	28.2	29.8	19.8	0.0

Location of Services x Size of Area Served

	Large	Medium	Small
Own Address	31.2	33.8	47.1
Extension Sites	23.4	12.2	11.8
Neighborhood Centers	18.8	19.6	11.8
Homes	29.4	37.8	35.3
On the Job	15.1	16.9	0.0
Labor Centers	4.1	2.0	0.0
Community Action Centers	11.9	11.5	17.6
College Facilities	17.9	11.5	5.9
Public Schools	31.2	33.1	5.9
Training Centers	6.4	8.8	0.0
On The Streets	14.2	16.2	23.5
Public Buildings	21.1	25.7	17.6
Other	28.4	23.6	11.8

Location of Services x Agency Classification

	Gov/ State	Univ.	Jr. College Voc. Ed.	Special Education	School Dist. B.O.C.S.	Civic Church	Private Non-Profit
Own Address	27.1	2.7	3.1	7.1	3.1	31.5	47.2
Extension Sites	40.8	2.8	15.5	5.6	8.5	16.9	49.3
Neighborhood Centers	46.6	2.7	8.2	5.5	6.8	23.3	46.6
Homes	44.5	3.1	4.7	5.5	4.6	19.5	46.1
On the Job	53.4	5.2	8.6	8.6	8.6	15.2	37.9
Labor Centers	58.3	0.0	8.3	8.3	0.0	16.7	58.3
Community Action Centers	51.1	4.3	10.6	10.6	2.1	19.1	42.6
College Facilities	39.7	1.7	8.6	8.6	3.4	17.2	56.9
Public Schools	43.7	4.2	9.2	5.9	8.4	13.4	42.0
Training Centers	46.4	0.0	14.3	7.1	7.1	14.3	39.3
On the Streets	41.7	1.7	6.7	8.3	5.0	26.7	50.0
Public Buildings	45.5	2.3	9.1	4.5	6.8	20.5	45.5
Other	35.0	4.0	1.0	2.0	0.0	25.0	51.0

Agency Classification x Area Location of Agency

	Urban	Suburban	Rural	Rural Isolated
Gov./State/County/City	32.7	27.7	50.6	44.4
University	4.8	0.0	0.0	0.0
Jr. & Comm. Colleges/ Voc. Schools	5.2	4.3	6.2	22.2
Special Education	5.2	8.5	3.7	0.0
BOCS., School Dist.	4.0	0.0	9.9	0.0
Civic/Church/Unions/Coop.	27.0	29.8	14.8	11.1
Private/Non-Private	50.8	40.4	37.0	33.3

Agency Classification x Size of Area Served

	Large	Medium	Small
Gov./State/County/City	33.0	44.6	5.9
University	4.6	1.4	0.0
Jr. & Comm. Colleges/ Voc. Schools	6.0	6.1	0.0
Special Education	6.9	3.4	0.0
BOCS., School Dist.	3.7	6.1	5.9
Civic/Church/Unions/Coop.	23.4	24.3	23.5
Private/Non-Profit	51.4	35.1	76.5

Age x Area Location of Agencies

	Urban	Suburban	Rural	Rural Isolated
16 - 24	4.0	2.1	0.0	0.0
25 - 60	2.4	6.4	3.7	0.0
61 +	2.0	0.0	1.2	0.0
All of Above	84.3	87.2	88.9	100.0
No Response	2.4	2.1	2.5	0.0

Age x Size of Area Served

	Large	Medium	Small
16 - 24	2.3	2.7	5.9
25 - 60	1.8	4.7	11.8
61 +	0.9	1.4	11.8
All of Above	89.0	83.8	64.7
No Response	2.3	2.0	5.9

Age x Agency Classification

	Gov/ State	Univ.	Jr. College Voc. Ed.	Special Education	School Dist. B.O.C.S.	Civic Church	Private Non-Profit
16 - 24	1.4	8.3	4.5	5.0	16.7	1.1	3.4
25 - 60	2.1	0.0	9.1	5.0	5.6	5.3	3.9
61 +	1.4	0.0	0.0	0.0	0.0	1.1	2.8
All of Above	88.6	83.3	68.2	70.0	72.2	89.4	81.6
No Response	3.6	0.0	0.0	10.0	0.0	1.1	3.4

Income x Area Location of Agencies

	Urban	Suburban	Rural	Rural Isolated
Welfare Recipient Only	3.6	4.3	4.9	0.0
All Income Above Welfare	2.0	4.3	0.0	0.0
All Income	88.7	89.4	88.9	100.0
No Response	3.6	4.3	4.9	0.0

Income x Size of Area Served

	Large	Medium	Small
Welfare Recipient Only	2.8	7.[illegible]	17.6
All Income Above Welfare	1.8	2.0	0.0
All Income	94.0	83.3	70.6
No Response	1.4	6.8	11.8

Income x Agency Classification

	Gov/ State	Univ.	Jr. College Voc. Ed.	Special Education	School Dist. B.O.C.S.	Civic Church	Private Non-Profit
Welfare Recipient Only	9.3	16.7	0.0	0.0	5.6	3.2	2.2
All Income Above Welfare	0.0	0.0	4.5	0.0	0.0	5.3	1.1
All Income	82.9	75.0	95.5	100.0	94.4	90.4	93.9
No Response	7.9	8.3	0.0	0.0	0.0	1.1	2.8

Sex x Area Location of Agencies

	Urban	Suburban	Rural	Rural Isolated
Male	2.0	2.1	0.0	0.0
Female	2.0	2.1	0.0	0.0
Both	95.6	95.7	98.8	88.9
No Response	0.4	0.0	1.2	11.1

Sex x Size of Area Served

	Large	Medium	Small
Male	0.9	0.7	17.6
Female	1.8	1.4	0.0
Both	97.2	96.6	76.5
No Response	0.0	1.4	5.9

Sex x Agency Classification

	Gov/ State	Univ.	Jr. College Voc. Ed.	Special Education	School Dist B.O.C.S.	Civic Church	Private Non-Profit
Male	0.0	0.0	0.0	5.0	0.0	2.1	2.2
Female	1.4	0.0	0.0	0.0	0.0	1.1	2.2
Both	97.9	100.0	100.0	95.0	100.0	96.8	93.9
No Response	0.7	0.0	0.0	0.0	0.0	0.0	1.7

Decisions on Services x Area Location of Agency

	Urban	Suburban	Rural	Rural Isolated
Legal Requirements	22.6	31.9	35.8	11.1
Government Requirements	29.8	38.8	44.4	11.1
Agency Objectives	66.5	55.3	69.1	33.3
Fund Allocations	43.5	46.8	44.4	33.3
Community Surveys	35.1	29.8	34.6	55.6
Individual Needs	72.2	63.8	75.3	66.7
Other	13.3	17.0	8.6	55.6

Decisions on Services x Size of Area Served

	Large	Medium	Small
Legal Requirements	27.5	28.4	0.0
Government Requirements	35.8	35.1	5.9
Agency Objectives	65.6	65.5	58.8
Fund Allocations	47.7	39.9	41.2
Community Surveys	37.2	30.4	47.1
Individual Needs	72.9	70.3	70.6
Other	12.8	14.9	17.6

Decision on Services x Agency Classification

	Gov/ State	Univ.	Jr. College Voc. Ed.	Special Education	School Dist. B.O.C.S.	Civic Church	Private Non-Profit
Legal Requirements	45.0	16.7	18.2	40.0	22.2	20.2	15.1
Government Requirements	55.7	25.0	27.3	30.0	22.2	23.4	22.9
Agency Objectives	69.3	66.7	54.5	70.0	77.8	55.3	70.9
Fund Allocations	48.6	58.3	59.1	70.0	61.1	43.6	45.8
Community Surveys	29.3	25.0	63.6	30.0	50.0	33.0	38.0
Individual Needs	69.3	66.7	86.4	85.0	88.9	72.3	74.9
Other	10.0	25.0	13.6	5.0	22.2	21.3	12.3

Clientele Recruitment x Area Location of Agency

	Urban	Suburban	Rural	Rural Isolated
Other Agencies	62.9	53.2	64.2	44.4
Paper/Radio	44.8	44.7	44.4	66.7
Direct Mail	25.4	21.3	13.6	55.6
Law	16.9	17.0	19.8	22.0
Referral	78.6	78.7	77.8	55.6
Other Clients	68.1	74.5	72.8	44.4
Catalogs	8.9	10.6	9.9	22.2
Personal Visits	53.6	57.4	56.8	44.4
Other	22.0	14.9	24.7	22.0

Clientele Recruitment x Size of Area Served

	Large	Medium	Small
Other Agencies	63.8	60.1	52.9
Paper/Radio	48.2	43.2	29.4
Direct Mail	23.4	21.6	29.4
Law	19.7	17.6	0.0
Referral	82.1	73.0	70.6
Other Clients	69.3	68.2	76.5
Catalogs	11.0	8.1	5.9
Personal Visits	56.4	52.0	64.7
Other	20.2	24.3	11.8

Clientele Recruitment x Agency Classification

	Gov/ State	Univ.	Jr. College Voc. Ed.	Special Education	School Dist. B.O.C.S.	Civic Church	Private Non-Profit
Other Agencies	72.1	91.7	54.5	50.0	66.7	46.8	63.7
Paper/Radio	48.6	66.7	59.1	25.0	66.7	38.3	44.7
Direct Mail	24.3	41.7	45.5	10.0	38.9	20.2	20.7
Law	32.9	16.7	9.1	20.0	11.1	6.4	10.6
Referral	77.1	91.7	81.8	80.0	77.8	74.5	81.0
Other Clients	70.0	91.7	72.7	85.0	66.7	60.6	74.9
Catalogs	10.7	16.7	50.0	10.0	16.7	6.4	5.6
Personal Visits	65.0	66.7	63.6	65.0	55.6	51.1	50.8
Other	31.4	16.7	27.3	35.0	16.7	28.7	23.5

Information Services To Other Agencies x Area Location of Agency

	Urban	Suburban	Rural	Rural Isolated
Brochures/Catalogs	62.1	66.0	53.1	55.6
Posters	28.2	27.7	25.9	33.0
Newspapers	25.8	25.5	29.6	44.4
Newspaper/ Magazine Stories	41.5	44.7	35.8	44.4
Radio/T.V.	50.8	42.6	44.4	44.4
Personal Contact	87.1	87.2	80.2	77.8
Professional Conventions	55.2	48.9	37.0	33.3
Public Ad Agencies	25.4	19.1	22.2	0.0
Agency Public Relations	41.5	19.1	27.2	22.2

Information Services To Other Agencies x Size of Area Served

	Large	Medium	Small
Brochures/Catalogs	67.0	52.0	47.1
Posters	28.4	28.4	11.8
Newspapers	22.9	33.8	17.6
Newspaper/ Magazine Stories	42.7	39.9	35.3
Radio/T.V.	52.8	43.2	29.4
Personal Contact	86.7	84.5	82.4
Professional Conventions	55.0	45.9	23.5
Public Ad Agencies	26.6	17.6	35.3
Agency Public Relations	38.5	30.4	41.2

Information Services To Other Agency x Agency Classification

	Gov/ State	Univ.	Jr. College Voc. Ed.	Special Education	School Dist. B.O.C.S.	Civic Church	Private Non-Profit
Brochures/Catalogs	57.9	50.0	77.3	75.0	50.0	50.0	66.5
Posters	35.7	25.0	40.9	25.0	27.8	21.3	23.5
Newspapers	30.0	41.7	59.1	20.0	55.6	27.7	20.1
Newspaper/ Magazine Stories	39.3	66.7	36.4	45.0	33.3	31.9	49.7
Radio/T.V.	49.3	75.0	59.1	45.0	72.2	35.1	53.1
Personal Contact	85.0	91.7	90.9	95.0	94.4	89.4	85.5
Professional Conventions	52.1	75.0	40.9	45.0	33.3	45.7	53.1
Public Ad. Agencies	24.3	33.3	18.2	30.0	16.7	25.5	26.3
Agency Public Relations	37.1	33.3	45.5	40.0	16.7	28.9	36.9

Agency Funding Sources x Area Location of Agency

	Urban	Suburban	Rural	Rural Isolated
Government	61.3	57.4	84.0	77.8
Foundation	14.5	10.6	6.2	22.2
Fund Drive	25.4	19.1	18.5	11.1
Client Fees	35.5	53.2	49.4	33.3
Labor Union & Other	25.8	34.0	18.5	33.3
Business/Industry	9.7	12.8	6.2	22.2
Private	31.0	27.7	23.5	33.3

Agency Funding Sources x Size of Area Served

	Large	Medium	Small
Government	64.7	72.3	41.2
Foundation	15.6	8.1	11.8
Fund Drive	26.6	18.2	17.6
Client Fees	39.4	42.6	41.2
Labor Unions & Other	27.5	20.3	52.9
Business/Industry	11.9	6.8	11.8
Private	33.5	20.3	52.9

Agency Funding Sources x Agency Classification

	Gov/ State	Univ.	Jr. College Voc. Ed.	Special Education	School Dist. B.O.C.S.	Civic Church	Private Non-Profit
Government	96.4	83.3	86.4	65.0	77.8	42.6	52.0
Foundation	6.4	25.0	4.5	15.0	11.1	7.4	18.4
Fund Drive	8.6	8.3	13.6	30.0	11.1	25.5	40.2
Client Fees	23.6	33.3	45.5	40.0	33.3	48.9	49.2
Labor Unions & Other	9.3	8.3	40.9	35.0	39.9	27.7	35.3
Business/Industry	3.6	8.3	0.0	0.0	5.6	10.6	15.6
Private	7.1	0.0	18.2	35.0	5.6	29.4	47.5

Financial Aid To Client Through Agency x Area Location of Agency

	Urban	Suburban	Rural	Rural Isolated
Scholarship/Grant	23.4	23.4	14.8	44.4
Part-time Work	18.1	14.9	14.8	22.2
Welfare	16.9	17.0	30.9	22.2
Private Health Insurance	12.1	10.6	13.6	22.2
Medicare/Aid	18.1	27.7	37.0	22.2
Veterans Aid	12.1	12.8	18.5	22.2
Loans	20.6	29.8	22.2	11.1
Government Sources	16.5	17.0	18.5	44.4
None	35.5	25.5	19.8	22.2

Financial Aid To Client Through Agency x Size of Area Served

	Large	Medium	Small
Scholarship/Grant	24.3	16.9	35.3
Part-time Work	19.3	12.2	41.2
Welfare	20.2	21.6	5.9
Private Health Insurance	17.4	6.8	0.0
Medicare/Aid	25.2	23.0	11.8
Veterans Aid	15.1	12.2	0.0
Loans	23.4	19.6	17.6
Government Sources	20.6	16.2	0.0
None	30.3	31.8	23.5

Financial Aid To Client Through Agency x Agency Classification

	Gov/ State	Univ.	Jr. College Voc. Ed.	Special Education	School Dist. B.O.C.S.	Civic Church	Private Non-Profit
Scholarship/Grant	18.6	33.3	59.1	30.0	16.7	18.1	23.5
Part-time Work	15.0	33.3	40.9	20.0	33.3	14.9	17.9
Welfare	24.3	16.7	27.3	15.0	27.8	20.2	16.2
Private Health Insurance	7.9	16.7	0.0	5.0	11.1	18.1	15.1
Medicare/Aid	26.4	8.3	13.6	10.0	16.7	27.7	20.7
Veterans Aid	19.3	16.7	54.5	5.0	22.2	6.4	7.3
Loan	18.6	25.0	31.8	15.0	27.8	23.4	24.6
Government Sources	28.6	16.7	40.9	20.0	22.2	7.4	14.0
None	25.0	41.7	22.7	40.0	27.8	36.2	33.5

Aid Relied On by Clients x Area Location of Agency

	Urban	Suburban	Rural	Rural Isolated
United Way	14.9	4.3	2.5	0.0
Scholarship/Grant	16.9	10.6	9.9	22.2
Part-time Work	17.3	12.8	11.1	22.2
Welfare	28.6	23.4	35.8	11.1
Own Funds	44.0	51.1	45.7	44.4
Medicare/Aid	24.6	25.5	45.7	22.2
Veterans Aid	13.3	14.9	25.9	22.2
Loans/Other	25.8	23.4	21.0	33.3
Government Sources	22.6	17.0	30.9	11.1

Aid Relied On by Clients x Size of Area Served

	Large	Medium	Small
United Way	10.6	8.8	29.4
Scholarship/Grant	15.6	12.2	23.5
Part-time Work	18.3	7.4	52.9
Welfare	28.9	29.1	35.3
Own Funds	47.2	41.2	52.9
Medicare/Aid	30.3	29.1	17.6
Veterans Aid	16.5	16.2	11.8
Loans/Other	28.4	21.6	11.8
Government Sources	23.4	23.6	17.6

Aid Relied On by Client x Agency Classification

	Gov/ State	Univ.	Jr. College Voc. Ed.	Special Education	School Dist. B.O.C.S.	Civic Church	Private Non-Profit
United Way	6.4	0.0	4.5	5.0	5.6	8.5	16.8
Scholarship/Grant	14.3	41.7	40.9	10.0	16.7	11.7	12.8
Part-time Work	13.6	16.7	31.8	10.0	27.8	13.8	15.6
Welfare	32.1	16.7	54.5	25.0	50.0	18.1	30.7
Own Funds	35.7	58.3	63.6	70.0	72.0	51.1	49.2
Medicare/Aid	32.9	8.3	18.2	10.0	22.2	23.4	28.5
Veterans Aid	22.9	16.7	40.9	5.0	16.7	10.6	10.1
Loans/Other	23.6	50.0	31.8	15.0	22.2	31.9	19.0
Government Sources	31.4	16.7	45.5	35.0	61.1	13.8	20.1

Sufficient Resources To Meet Total Requirements of Clients

x

Area Location of Agencies

	Urban	Suburban	Rural	Rural Isolated
Yes	34.3	53.2	38.3	33.3

Sufficient Resources To Meet Total Requirements of Clients

x

Size of Area Served

	Large	Medium	Small
Yes	35.3	41.9	23.5

Sufficient Resources To Meet Total Requirements of Clients

x

Agency Classification

	Gov/ State	Univ.	Jr. College Voc. Ed.	Special Education	School Dist. B.O.C.S.	Civic Church	Private Non-Profit
Yes	33.6	33.3	9.1	45.0	50.0	42.6	35.8

Services Provided By Other Agencies Through Referrals

x

Area Location of Agencies

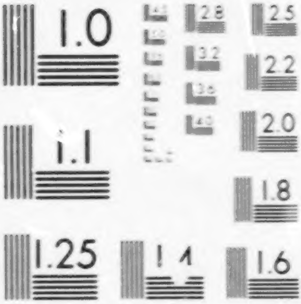
	Urban	Suburban	Rural	Rural Isolated
Counseling	52.4	66.0	54.3	33.3
Testing	38.3	40.4	44.4	33.3
Placement	41.1	31.9	40.7	33.3
Treatment	50.0	55.3	56.8	33.3
Training	45.1	38.8	49.4	44.4
Funding	34.3	29.8	32.1	22.2
Special Services	66.9	63.8	76.5	55.6
Other	13.7	8.5	2.5	0.0

Services Provided By Other Agencies Through Referrals

x

Size of Area Served

	Large	Medium	Small
Counseling	50.5	58.8	70.6
Testing	38.5	43.2	29.4
Placement	41.7	35.8	41.2
Treatment	48.2	57.4	52.9
Training	44.0	43.9	41.2
Funding	38.1	25.0	35.3
Special Services	68.3	69.6	64.7
Other	10.6	11.5	0.0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Services Provided By Other Agencies Through Referrals

x

Agency Classification

	Gov/ State	Univ.	Jr. College Voc. Ed.	Special Education	School Dist. B.O.C.S.	Civic Church	Private Non-Profit
Counseling	59.3	58.3	54.5	55.0	61.1	52.1	55.3
Testing	48.6	33.3	50.0	60.0	55.6	37.2	36.9
Placement	45.7	50.0	40.9	60.0	66.7	38.3	39.7
Treatment	56.4	41.7	45.5	55.5	61.1	53.2	40.8
Training	56.4	58.3	27.3	35.0	50.0	39.4	43.6
Funding	32.1	41.7	36.4	40.0	38.9	31.9	38.5
Special Services	71.4	66.7	68.2	65.0	77.8	66.0	69.3
Other	12.1	16.7	9.1	5.0	16.7	14.9	8.9

Supportive Services x Area Location of Agencies

	Urban	Suburban	Rural	Rural Isolated
Processing				
Process Applications	32.3	31.9	38.3	33.3
Counseling	63.7	66.0	66.7	55.6
Testing	28.2	36.2	46.9	22.2
Training	33.1	38.3	30.9	22.2
Job Placement	34.3	29.8	29.6	22.2
Referral	69.8	59.6	65.4	44.4
None	8.5	4.3	3.7	0.0
Other	12.5	10.6	14.8	11.1
Logistics				
Transportation	34.3	38.3	35.8	44.4
Child Care	14.5	19.1	19.8	22.2
Medical Services	25.8	25.5	42.0	11.1
Food Services	21.0	23.4	25.9	11.1
Dormitories	10.5	12.8	8.6	11.1
Library	18.1	10.6	9.9	33.3
Special Services	25.0	21.3	27.2	0.0
None	19.8	14.9	14.8	11.1
Other	11.7	12.8	6.2	0.0

Supportive Services x Size of Area Served

	Large	Medium	Small
Processing			
Process Applications	32.1	36.5	23.5
Counseling	66.5	62.2	58.5
Testing	40.4	26.4	0.0
Training	36.7	29.1	23.5
Job Placement	36.7	27.0	29.4
Referral	68.8	64.2	76.5
None	7.3	4.7	11.8
Other	11.5	14.9	5.9
Logistics			
Transportation	35.8	34.5	41.2
Child Care	13.3	20.3	23.5
Medical Services	27.1	33.1	17.6
Food Services	22.5	18.2	41.2
Dormitories	13.8	4.7	11.8
Library	19.7	8.8	29.4
Special Services	23.9	27.0	5.9
None	18.3	16.7	29.4
Other	11.9	8.8	5.9

Supportive Services x Agency Classification

	Gov/ State	Univ.	Jr. College Voc. Ed.	Special Education	School Dist. B.O.C.S.	Civic Church	Private Non-Profit
Processing							
Process Applications	44.3	33.3	68.2	55.0	44.4	34.0	23.5
Counseling	68.6	75.0	68.2	50.0	61.1	62.8	63.7
Testing	39.3	41.7	63.6	40.0	55.6	30.9	26.3
Training	37.1	25.0	59.1	45.0	61.1	27.7	30.2
Job Placement	34.3	16.7	77.3	60.0	50.0	28.7	30.7
Referral	66.4	75.0	68.2	60.0	66.7	58.5	73.2
None	7.1	0.0	4.5	10.0	0.0	8.5	6.1
Other	10.7	8.3	22.7	10.0	5.6	17.0	15.6
Logistics							
Transportation	37.1	33.3	27.3	45.0	27.8	30.9	41.9
Child Care	21.4	8.3	9.1	5.0	11.1	16.0	18.4
Medical Services	32.9	8.3	22.7	15.0	22.2	28.7	27.9
Food Services	15.0	8.3	22.7	40.0	16.7	23.4	29.6
Dormitories	7.1	8.3	13.6	15.0	5.6	7.4	14.0
Library	12.1	16.7	40.9	30.0	27.8	19.1	14.5
Special Services	25.0	8.3	40.9	50.0	22.2	18.1	25.7
None	17.9	16.7	9.1	5.0	27.8	24.5	13.4
[illegible]	[illegible]	16.7	9.1	15.0	5.6	13.8	13.4

When Services Are Offered x Area Location of Agencies

	Urban	Suburban	Rural	Rural Isolated
Daytime	75.4	74.5	85.2	44.4
Evenings	40.7	48.9	51.9	55.6
After Work	27.8	29.8	32.1	33.3
Weekends	26.2	31.9	37.0	11.1
Holidays	17.3	21.3	22.2	0.0
24 hours/day	31.5	36.2	30.9	33.3
Annually	79.8	74.5	70.4	44.4
Summer	17.7	17.0	18.5	11.1
Winter	17.3	17.0	18.5	22.2
Periodically	14.5	6.4	16.0	0.0
Other	4.8	4.3	3.7	11.1

When Services Are Offered x Size of Area Served

	Large	Medium	Small
Daytime	78.0	76.4	70.6
Evenings	45.0	42.6	52.9
After Work	28.9	31.1	17.6
Weekends	27.5	30.4	35.3
Holidays	16.5	20.9	23.5
24 hours/day	32.6	31.1	17.6
Annually	76.1	75.0	94.1
Summer	16.1	18.9	23.5
Winter	15.6	19.6	23.5
Periodically	14.2	12.2	17.6
Other	5.5	4.1	0.0

When Services Are Offered by Agency Classification

	Gov/ State	Univ.	Jr. College Voc. Ed.	Special Education	School Dist. B.O.C.S.	Civic Church	Private Non-Profit
Daytime	80.0	91.7	86.4	75.0	83.3	72.3	76.5
Evenings	35.0	75.0	77.3	55.0	61.1	46.8	47.5
After Work	22.9	66.7	45.5	20.0	38.9	33.0	29.1
Weekends	25.0	50.0	27.3	15.0	27.8	35.1	29.1
Holidays	17.9	25.0	0.0	5.0	11.1	22.3	17.9
24 hours/day	24.3	16.7	13.6	30.0	22.2	37.2	36.9
Annually	75.7	75.0	72.7	60.0	66.7	78.7	81.6
Summer	15.0	41.7	18.2	15.0	27.8	20.2	18.4
Winter	17.9	50.0	22.7	20.0	27.8	20.2	16.2
Periodically	12.1	0.0	18.2	20.0	22.2	14.9	11.2
Other	2.9	16.7	0.0	10.0	5.6	6.4	4.5

Follow-Up Procedures x Area Location of Agencies

	Urban	Suburban	Rural	Rural Isolated
Agency Newsletter	20.6	12.8	2.5	11.1
Questionnaire	25.8	21.3	17.3	44.4
Phone Call	56.9	53.2	56.8	44.4
Required Report Forms	14.5	10.6	18.5	22.2
Voluntary Report Forms	24.2	10.6	17.3	22.2
Scheduled Home Visits	26.2	23.4	45.7	22.2
Scheduled Office Visits	25.4	25.5	45.7	22.2
None	15.7	8.5	6.2	22.2
Other	13.7	10.6	18.5	11.1

Follow-Up Procedures x Size of Area Served

	Large	Medium	Small
Agency Newsletter	16.5	12.8	23.5
Questionnaire	25.7	23.0	5.9
Phone Call	57.3	56.8	47.1
Required Report Forms	14.7	17.6	0.0
Voluntary Report Forms	19.7	22.3	29.4
Scheduled Home Visits	24.3	36.5	47.1
Scheduled Office Visits	29.4	33.1	11.8
None	13.3	10.8	23.5
Other	13.3	16.2	11.8

Follow-Up Procedures x Agency Classification

	Gov/ State	Univ.	Jr. College Voc. Ed.	Special Education	School Dist. B.O.C.S.	Civic Church	Private Non-Profit
Agency Newsletter	14.3	41.7	18.2	15.0	16.7	14.9	20.1
Questionnaire	30.0	41.7	54.5	15.0	38.9	20.2	21.2
Phone Call	60.0	83.3	54.5	65.0	66.7	53.2	55.9
Required Report Forms	27.9	16.7	13.6	10.0	22.2	4.3	8.9
Voluntary Report Forms	22.9	16.7	31.8	20.0	33.3	19.1	22.3
Scheduled Home Visits	42.1	33.3	18.2	30.0	33.3	18.1	29.6
Scheduled Office Visits	39.3	50.0	27.3	25.0	27.8	29.8	26.3
None	5.7	8.3	9.1	10.0	16.7	16.0	15.1
Other	16.4	16.7	18.2	20.0	5.6	14.9	12.8

Evaluation Procedures x Area Location of Agencies

	Urban	Suburban	Rural	Rural Isolated
Yes	72.2	74.5	80.2	88.9
State Government Evaluation	17.3	14.9	29.6	0.0
Internal Evaluation	48.8	46.8	53.1	44.4
External Evaluation	16.9	19.1	16.0	0.0
Monthly	21.8	17.0	19.8	0.0
Annual	28.6	31.9	30.9	11.1
End-of-Training	24.6	23.4	21.0	33.3
Informal	35.5	34.0	32.1	66.7
Formal	29.0	25.5	28.4	11.1
Other	9.3	4.3	9.9	11.1

Evaluation Procedures x Size of Area Served

	Large	Medium	Small
Yes	78.0	72.3	52.9
State Government Evaluation	21.6	16.9	11.8
Internal Evaluation	51.8	48.0	41.2
External Evaluation	17.4	16.9	5.9
Monthly	21.6	18.2	29.4
Annual	32.1	27.0	17.6
End-of-Training	27.1	18.9	17.6
Informal	38.5	30.4	35.3
Formal	30.7	27.7	11.8
Other	8.7	8.8	11.8

Evaluation Procedures x Agency Classification

	Gov/ State	Univ.	Jr. College Voc. Ed.	Special Education	School Dist. B.O.C.S.	Civic Church	Private Non-Profit
Yes	77.9	83.3	95.5	90.0	88.9	74.5	69.8
State Government Evaluation	35.7	25.0	13.6	25.0	16.7	13.8	11.2
Internal Evaluation	47.9	83.3	54.5	50.0	44.4	54.3	51.4
External Evaluation	21.4	33.3	18.2	25.0	16.7	16.0	17.3
Monthly	24.3	25.0	9.1	15.0	11.1	19.1	22.9
Annual	35.7	25.0	31.8	35.0	33.3	27.7	29.6
End-of-Training	26.4	41.7	50.0	30.0	38.9	25.5	17.9
Informal	26.4	41.7	54.5	40.0	38.9	42.6	39.7
Formal	35.0	33.3	27.3	15.0	22.2	20.2	27.4
Other	9.3	8.3	18.2	15.0	22.2	9.6	5.0

Obstacles To Service x Area Location of Agencies

	Urban	Suburban	Rural	Rural Isolated
Cost	38.3	40.4	27.2	33.3
Time	18.1	10.6	22.2	22.2
Responsibility	12.1	6.4	9.9	33.3
Age/Health	27.4	23.4	25.9	22.2
Lack of Information	49.2	48.9	46.9	44.4
Services Don't Exist	25.0	21.3	27.2	22.2
Lack of Transportation	36.7	29.8	35.8	33.3
Indifference	32.7	27.7	32.1	33.1

Obstacles To Service x Size of Area Served

	Large	Medium	Small
Cost	36.2	36.5	29.4
Time	17.4	20.3	5.9
Responsibility	12.4	10.1	11.8
Age/Health	25.2	27.7	29.4
Lack of Information	49.5	47.3	47.1
Services Don't Exist	23.9	27.0	23.5
Lack of Transportation	37.2	33.8	41.2
Indifference	31.2	32.4	47.1

Obstacles To Service x Agency Classification

	Gov/ State	Univ.	Jr. College Voc. Ed.	Special Education	School Dist. B.O.C.S.	Civic Church	Private Non-Profit
Cost	31.4	25.0	40.9	45.0	38.9	40.4	34.6
Time	25.7	8.3	27.3	5.0	11.1	22.3	11.2
Responsibility	10.0	33.3	22.7	5.0	11.1	13.8	9.5
Age/Health	29.3	25.0	31.8	30.0	27.8	29.8	27.9
Lack of Information	42.9	41.7	13.6	25.0	38.9	51.1	53.1
Services Don't Exist	25.7	8.3	40.9	25.0	27.8	20.2	24.0
Lack of Transportation	39.3	25.0	40.9	60.0	38.9	25.5	35.8
Indifference	31.4	16.7	31.8	25.0	27.8	37.2	30.7